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ABSTRACT

This publication contains abstracts of documents concerning the transition from school to work that were published in Australia since August 1980. The abstracts are arranged in the following categories: (1) social and educational developments in policy analysis and research; (2) programs involving proposals, reports, and evaluations; (3) program materials, bibliographies, and reports; and (4) periodicals. Within each of these categories, the abstracts are arranged and numbered in clusters according to these prime subjects: aborigines, community colleges, disabled/special education, girls/women, access to higher education, migrants, rural education and communities, social/industrial policies, transition, youth policies, and youth programs. A list of topics covered is given at the front of the booklet. At the end, a broad subject index and an alphabetical author index facilitate references to the abstracts. (KC)

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Abstracts

Vol. 2 No. 3 August 1983

SECTION

83/AB: Social and Educational Developments 62-97
83/C : Programs 49-68
83/D : Program Materials 21-32
83/E : Periodicals
Subject Index
Author Index

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ABOUT THE ABSTRACTS

The Abstracts are arranged in the following categories:

Section 83/AB Social and Educational Developments: Policy Analysis, Research

Section 83/C Programs: Proposals, Reports, Evaluations

Section 83/D Program Materials, Bibliographies and Reports

Section 83/E Periodicals

Within each of Sections AB-D the Abstracts are arranged and numbered in clusters according to prime subject matter. This makes it possible for readers to compare differing views and approaches to particular topics such as employment and unemployment or technological change.

A list of topics covered is given at the front of the booklet. At the end, a broad subject and an alphabetical author index facilitate reference to the Abstracts. These indexes will be cumulative during 1983. Complete indexes for 1981-82 were included in the November 1982 issue.

More detailed information about any of the topics or publications can be obtained from the Clearinghouse, but copies of the publications themselves must be sought from the authors, institutions or publishers. It is hoped that the citations give sufficient information to make this access to publications possible.

The material from which abstracts are prepared is material which has come to us since completion of the annotated bibliography in August 1980. In some cases, it will be a development or report of a study already annotated in the bibliography; in other cases it may be convenient to refer to similar studies already annotated. We do not wish to make continual citations of our own bibliography, so we make one citation now and will in future refer to it as the Annotated Bibliography.

ANDERSON, D.S. and C. BLAKERS

Transition from School: an annotated bibliography of recent Australian studies. Canberra: ANU Press, 1980 [288p.]

ABSTRACTS

TOPIC CLUSTERS

• ABORIGINES	83/AB: 96, 97
• COMMUNITY COLLEGES	83/AB: 72
DISABLED/SPECIAL: NEEDS AND PROVISIONS	83/AB: 92-95 83/C : 67-68 83/D : 22
• GIRLS/WOMEN: Education, Training, Work and the Labour Market	83/AB: 73-85 83/C : 60-65 83/D : 23, 29
• HIGHER EDUCATION: Access to	83/AB: 75, 88-89
• MIGRANTS: Education, Employment and Work	83/AB: 89-91 83/D : 32
• RURAL: Education and Communities	83/AB: 85-88 83/C : 66
• SOCIAL/INDUSTRIAL POLICIES	83/AB: 65-66
• TRANSITION	83/AB: 62 83/C : 51-61, 63-65 83/D : 27
• YOUTH POLICIES	83/AB: 67-71 83/C : 49
• YOUTH PROGRAMS	83/AB: 63-64, 73 83/C : 49-68 83/D : 26

ABSTRACTS

SECTION 83/AB

Social and Educational Developments: Policy, Analysis and Research

83/AB: 62 - 97

WEST, Michael and Peggy NEWTON 83/AB/62

The Transition from School to Work. London and Canberra: Croom Helm, 1983 [221p.: $23.25]

This is the report of a longitudinal study which examines the experiences and attitudes of adolescents at selected points in the period of transition from school to work. The study was carried out between 1976 and 1979 in two mining communities in Nottinghamshire - Woodbank and Brookvale (so-called) - where job opportunities are mainly in textiles, wood-machining and light engineering. The two schools in the towns differed in size, academic organisation and approach to career education. Woodbank, formerly a grammar school, had 1400 pupils on two sites; streamed its students into A Band (academically successful) and B Band (lower stream); based career education on Super's developmental theories. Brookvale, formerly a secondary modern school, had 780 pupils, lower academic expectations and no official streaming or banding of students. Career education was more traditional, the teacher going to great efforts to place students in jobs to which they were suited.

The study was designed to explore many different aspects of the transition to work of the students in the two schools, but in particular the effects of the differing approaches to career education, of the academic organisation of the school and of gender on student attitudes and experiences. Interviews were conducted with 174 school leavers from the two schools six months before leaving school and again nine months into working life; a follow-up questionnaire was mailed to the young people two and a half years after they had left school. From the wealth of information obtained, the report discusses attitudes to teachers and schools; occupational choice; finding jobs and sources of help; aims and attainments; entry into work; attitudes to work; attitudes to supervisors; job changing, and the transition.

The results of the study (summarised in the final chapter) highlight two major influences on the adolescent's role and status; the school and gender. Adolescents who attended Woodbank were less content and more negative in their attitudes to their teachers and schools than were adolescents who attended Brookvale. They were also likely to choose jobs of relatively higher status. In jobs they appeared less happy and settled and found their work less interesting than did their Brookvale counterparts; they were also less positive in their evaluation of supervisors. The researchers attribute these differences in large part to the academic streaming at Woodbank which may have produced unrealistic expectations and critical attitudes in the adolescents.

The influence of gender was evident in the responses and experiences of girls in the study, confirming the effects of early socialisation and continued sex stereotyping on occupational choice and opportunities. In their experiences, girls tended to describe their jobs as uninteresting, to be less settled and lower paid (often on a piecework system), and to receive less formal induction and work training.

Finally, the report found it likely that the developmental approaches to career education are unrealistic in the effects they hope to achieve in a short time and in the expectations they raise in the students.

HOY, Mavis and Paul PATTERSON 83/AB/63

Data on National Training and Employment Programs. Technical Paper No. 6. Canberra: Bureau of Labour Market Research, Department of Employment and Industrial Relations, February 1983 [45p.]

This paper is concerned with data sources associated with national manpower programs. Section 1 briefly reviews national training and employment programs in Australia, making the point that the involvement of the Commonwealth in employment and training programs is comparatively recent. Except for the establishment of CES and the Reconstruction Training Scheme immediately post-war, programs date mainly from the 1970s. During 1973, a number of schemes for job creation, apprenticeship support and income maintenance were established, many of which did not survive. The main impetus to increased government intervention was the increasing rates of unemployment particularly of young people during the 1970s. The main emphasis has been on providing immediate employment through the provision of subsidies to employers and financial support for apprentices. In recent years there has been an increase in programs designed to improve the employability of young people. Table 1 sets out the various programs and expenditure on them between 1978-79 and 1982-83.

Section 2 describes the computer based file, set up in 1978, to maintain records for all the programs listed in Table 1. It has a number of purposes: to administer the payment of subsidies and allowances; to provide a basis for budget estimates; to monitor placements made under the programs; to assess the workload of offices and regions in the CES network; to provide a basis for program evaluation, adaptation or development. Records cover most of the programs of education-based assistance, employment-based assistance and specialised assistance for people who are unemployed or at risk. Table 2 provides brief details of the programs in the three categories of assistance. The rest of Section 2 describes the information recorded and the method and purposes of extraction. BLMR has undertaken three major data extraction exercises covering: numbers in training at quarterly points in time over a five-year period; commencements during a one-year period; and young people leaving or completing placements during a three-month period. Some of this information is contained in the appendices.

Section 3 gives examples of the use and interpretation of the data, describing in some detail particular studies, the data extracted, the use of the data and the conclusions of the study. One of these studies was a major comparative study of manpower programs delivered to youth, encompassing four phases of data collection and analysis (B65). Three studies have attempted to measure employment gains due to SYETP, finding that without this program the numbers of unemployed 15-19 year olds would have been greater by 7.6 per cent in 1978, 5.1 per cent in 1979 and 5.6 per cent in 1981. [See also 83/C: 50].

FIDDY, Rob (ed.)

83/AB/64

In Place of Work. Policy and Provision for the Young Unemployed. Lewes, Sussex, U.K.: Falmer Press (4 John Street, London WC 1N 2ET), 1983 [193p.: £6.25 paper; £11.90 cloth]

This is a collection of research-based papers from twelve contributors representing a variety of experience, approaches and viewpoints. It covers analysis of policy and programs in the United Kingdom which affect school leavers and unemployed young people, and extensively quotes the comments and opinions of the young people themselves. The book seeks to go beyond merely assessing that which exists; to promote understanding of the provision for the young unemployed, in policy and in practice; to inform the future rather than denigrate the efforts of the present or the past.

The first section of the book presents an overview. In the first paper, Can There be an Effective Youth Unemployment Policy, David Raffe argues that two assumptions underlie recent policies for youth unemployment: that government cannot substantially reduce aggregate levels of unemployment without prejudice to other policy objectives; that young people should have a prior claim on the limited resources dealing with unemployment. The paper discusses the policy options available to a government which accepts these assumptions as a basis. He identifies four separate though not necessarily alternative strategies, and his discussion of the assumptions and approaches inherent in these leads him to conclude that there is a lack of clarity about ends and means in the public discussion of policy for youth unemployment. None of the strategies, involving as they do removing young people from the labour market temporarily in training schemes, is likely to eliminate youth unemployment. Therefore the two assumptions behind current policies need to be questioned. The second paper of this section discusses the history of YOP and the prospects for the new training scheme to start in September 1983.

In the second section, Experience, the four essays deal with four different programs. The first considers the traditional approach of the Training Workshop as opposed to the unconventional Community Scheme. The second discusses the potential of Community Projects for future policy approaches. The strengths and weaknesses of the Work Introduction Course are assessed in the third paper, and the fourth paper analyses WEEP (Work Experience on Employers' Premises) on the basis of whether it exploits or assists young people.

Section 3, Cause and Effect, presents evidence of the effects of unemployment on Careers Guidance; on the social behaviour of the young unemployed and on youth riots and racial relationships.

Finally, the fourth section comprises two papers outlining practice in other countries for purposes of comparison: Entrepreneurship Education and Job Creation in the United States and Boys off the Street and Girls in the Home: Youth Unemployment and State Intervention in Northern Ireland.

VICTORIAN COUNCIL OF SOCIAL SERVICE 83/AB/65

Passing the Buck. A Victorian Perspective on Federal Responsibility. Collingwood, Victoria: Victorian Council of Social Service (290 Wellington Street, Collingwood 3066), 1982 [78p.: $4.00]

This Report examines the trends in federal government policy and assesses the policies and action against the needs of the community. The Federal Government (up to 1983) has been committed to an economic policy which involved cutting back the public sector and encouraging the private sector: by transfer of profitable government enterprises; by investment allowances and by re-directing its expenditure from human services to investment infrastructure. The social costs of these policies are to be seen in high unemployment; a rapid escalation in social welfare problems; unprecedented pressure on government and voluntary welfare agencies; lowered standards of living for most Australians. Government responses have been to seek to withdraw from all but basic welfare spending. Three specific approaches have been adopted: to transfer programs from federal to State responsibility; to transfer programs to private hands or at least to run them on commercial criteria; to continue to fund only those programs servicing people in extreme need.

Chapter 3 discusses the consequences for Australian welfare, pointing out the inadequacies of the New Federalism approach to Commonwealth-State relationships and the need for co-operative responsibility at all levels of government. It considers the policy principles of commercial criteria, competition, user pays and accountability, concluding that this 'commercialising' of human services ignores issues of equity, distribution according to need, and standards. It leaves the community-based and voluntary services to cope with the 'left-overs'.

Chapter 4 considers alternatives which would involve greater equality, a consequent commitment to responsibility for social policy, an expansion of the public sector and the provision of basic services generally. It questions the Commonwealth Government's assumptions that public sector spending will retard economic recovery.

In Chapter 5, a number of proposals are made for programs which will not only serve human needs but also stimulate employment and contribute to economic wellbeing. The proposals cover employment and labour force programs; education; health; family planning; housing; family support services; children's services; services provided by local government; legal aid. In each of these areas, the report discusses trends and implications of government policies, needs and provisions for meeting the needs.

Chapter 6 is concerned with the impact of policies on particular groups: the disabled, the aged, Aborigines and migrants.

The approaches advocated in this Report are central to the philosophy of voluntary welfare organisations. They stress human dignity and human need above dubious economic theory which has resulted 'not only in an inefficient allocation of resources but also in unnecessary unemployment and continuing curbs on economic development'.

HENDERSON, Ronald 83/AB/66

The Folly of Job Creation without Job Planning in Australian Society, Vol. 2, No. 6, July 1983 [p.32]

The Federal Government has announced a three-year national community employment program to cost $1,200m., as well as increased spending on manpower and training programs (from $350m. to $733m.). What is still lacking is a realistic assessment of employment on which to build an integrated scheme of job creation and training.

Current unemployment is due partly to a world-wide cyclical recession and partly to structural changes in patterns of industry. It is unrealistic to ignore the structural changes and provide only temporary jobs in the hope that past conditions will again prevail 'after the recession'. Those unemployed need to move into new careers in service industries and, for this, training is needed.

Currently, those being selected for community job creation projects come from the most disadvantaged groups of unemployed people. A little training and a 6 months' job ending in further unemployment are likely to reduce self-confidence still further. The most disadvantaged persons need to be inducted into a career, starting with a simple job to build up self-confidence, work experience and communication skills. This should lead on to a second stage comprising assistance in choosing a career and obtaining a place in a training program. For people less disadvantaged the career training could start earlier, but in all cases there needs to be prospect of a career and not merely a temporary job. This requires that the provision of training should go hand-in-hand with provision of jobs. There is no indication that federal departments are pursuing or can pursue an integrated policy, given the compartmentalisation of decision-making which separates training from job creation.

To provide a wide range of training courses leading to careers requires sound estimates of the expansionary trends in various occupations. There is no sign that this research is being done or manpower planning undertaken. Partly, the deficiencies are due to inadequate staffing in State departments.

The enthusiasm for new jobs has brought on amnesia about the big backlog of jobs unfilled for six years because of a freeze on recruitment in the public service. The needs of departments such as Community Welfare Services in Victoria, education and health are obvious and well documented. Expanding employment by meeting social needs has multiplier effects on the growth of employment generally, just as investment in housing does. New jobs generate new consumer spending. It is an old myth that only production of goods in the private sector is virtuous and has enduring benefit.

SHEARS, L.W. and J.K. MATTHEWS 83/AB/67

Youth Policies. A Report to the Honourable Robert Fordham, M.P., Minister for Education, Victoria. Melbourne, Victoria: Government Printer, June 1983 [126p.]

Economic and social changes, coupled with international recession, have meant that for many young people the traditional means of entry to adulthood through participation in the workforce is no longer an option. The resulting experiences for those denied a place in the workforce may well lead to social alienation, disaffection and destructive behaviour. The issue for youth policy is how to enable young people to engage their energy and intelligence in socially valued and personally beneficial actitivites which will provide opportunities for them to become confident and socially useful adults. This Report, compiled as a result of study of developments in Australia and overseas countries and of extensive interviews with a range of people including young people and their organisations, provides a comprehensive analysis of the issues and implications of a youth policy.

The first three chapters contain a wealth of detailed information on issues, provisions and policies related to youth, covering Australia and eleven overseas countries. The final Chapter 4 provides a summary of findings and a list of 27 recommendations. The last fifteen pages are a detailed bibliography.

The first two chapters are concerned with Australia. They begin by pointing out that there is no comprehensive national statement of what constitutes the 'youth' age cohort; different policies, programs and studies use differing age groups. Nor is there a comprehensive statement of youth needs and problems and the responsibilities and operational objectives appropriate to these. Chapter 1 discusses issues affecting young people particularly, though not exclusively: continuing high levels of unemployment; the changing trends in educational participation and their relation to the labour market; the growing problem of youth homelessness; the need for information, counselling and support services in relation to health, drugs, family and other relationships and the law; the need to provide social and recreational activities to help young people deal effectively with unoccupied time. The adequacy, conditions and patterns of financial support for young people are a prime concern, raising fundamental issues of family responsibilities, the age at which young people can be regarded as independent, the extent to which they have a right to financial support and the use of such support as a means of encouraging participation in particular activities. It needs also to be recognised that young people are a part of the society and subject to its full range of problems and stresses. Nor can their needs be divorced from consideration of the needs of other groups in the community. In addition, 'youth' is not a homogeneous group and its problems are not evenly spread, but concentrated in particular disadvantaged groups.

The Chapter goes on to list the departments at federal, State and local government levels and the voluntary organisations who have currently some responsibility in providing for young people in education, training, employment and associated financial support. It reviews the structures for co-ordination at the various government levels and, in some detail,

the provision of programs and services related to the issues discussed above. It also outlines policies and measures taken by government and non-government organisations towards a comprehensive youth policy. Chapter 2 reviews the research and evaluation, both general and relating to programs, listing the conclusions derived from the research.

Chapter 3 outlines youth policies and issues in overseas countries, covering Japan, China, Thailand, Germany, Sweden, Norway, France, Yugoslavia, the United Kingdom, Canada and the USA. It reviews each of these countries using the same headings as for the first two chapters: issues, responsibility for youth, structures for co-ordination, provision of services, evaluation.

Chapter 4 presents first a summary of overseas findings, noting that almost all countries acknowledge youth unemployment, education and training as major national concerns. Many countries have a consistent and integrated approach to the education, training and employment of young people following post-compulsory schooling. These include Germany, Swedon and Yugoslavia, where unemployment in the 15-19 age group is lower than average, but is postponed to the older age group rather than eradicated.

Summarising its findings on Australia, the Report notes that unemployment in the 15-19 year old group is higher in Australia than in any of the countries visited except the U.K. It finds a lack of co-ordination at every level and between levels of government in policies and services; ad hoc approaches, fragmentation of services; unclear program objectives; anomalies in the levels and conditions of financial support for different groups. It argues the need for a review of and a comprehensive approach to the curriculum offerings in post-compulsory education and to the role of different education institutions. If participation in education is to be increased, then the patterns of secondary schooling also need to be reviewed.

The Report outlines the concept of a Youth Complex providing not only school or college programs but also other necessary services: information, counselling and guidance in relation to education, work, housing, legal processes, health, human relationships, social and recreational activities and financial support. The Complex could be open for extended hours and staffed by persons with expertise in each of the areas: teachers, doctors, welfare and youth workers, etc. Use could be made of existing buildings and facilities for these complexes. High quality education and training programs would be a necessary component of the services offered.

The Report, hammering the need for co-ordination and comprehensiveness, makes recommendations on education, training and employment, financial support, accommodation, legal matters, participation of youth in decision-making, and co-ordination. It recommends, among other things, reviews of curriculum and types of institutions in education; a coherent approach to training and employment initiatives; a national investigation into the costs and implications of a basic Youth Grant plus means-tested Youth Allowance, a national committee on youth policy to make recommendations for action to federal and State governments on matters affecting youth.

IRONMONGER, Duncan

83/AB/68

Financial Incentives for Teenagers: A Sensible Structure. Paper for Section 45, Social Welfare, ANZAAS Congress, Perth, 1983. Melbourne, Victoria: Institute of Applied Economic and Social Research, University of Melbourne, May 1983 [22p.]

Despite the dramatic overall increase in education participation by teenagers in the last thirty years, there remains still a considerable fall-off between the ages of 15 and 19 years. Japanese and North American participation rates are very much higher (almost double at age 17). This under-investment in human capital is likely to be an economic handicap in a rapidly changing technological society.

Research indicates that financial factors are important in the decision whether to continue education, and a change in levels of community assistance to those who do continue is likely to have an effect on participation rates.

The paper, in its discussion and appendices, provides information on employment earnings by young people 15-19 years and on the various forms of governmental support (community transfers) in the shape of family allowances, social security benefits and education allowances. The (1981) estimated total of community transfers of $444 million can be compared with an estimated $1,500 million for education services and the estimated total earnings by the 15-19 year group of $4012 million for full-time work and $349 million for part-time work. There is, in addition, an estimated $1300 million in the support given by families to the 500,000 students who receive no outside educational assistance.

The remainder of the paper discusses a new structure for community transfers in the form of a Universal Youth Allowance which would replace family and education allowances and unemployment benefits up to age 18/19 years. Up to 14 years the allowance would be paid to the child's mother; from 15 years, directly to the young person. The rates would increase by $10 per year from $20-30 at 15 years to roughly the equivalent of unemployment benefits at 18 years. They would reduce by $1 for every $2 of other income.

For 1981 figures, the costs of such an allowance would have been $1223 million, against which the saving of $444 million in family, education and unemployment allowances would be offset, giving an apparent net cost of $779 million (which would need to be qualified for the actual effects of such a scheme on participation rates).

The following sections look in some detail at the likely/possible effects of a Universal Youth Allowance on education participation and levels of unemployment. The paper concludes that a strategy to provide a universal youth allowance combined with a strategy on the education front to provide appropriate places in technical and secondary schools - with probably additional courses in colleges - would enable a voluntary shift of 300,000 young people from full-time participation in the workforce to education participation.

WILENSKI, Peter 83/AB/69

Youth Policy and Youth Allowances. Paper for the Learning and Earning Conference, Toowoomba, Queensland, 30 June-3 July 1983. Canberra: Department of Education and Youth Affairs, July 1983 [26p.]

There has been increasing discussion in recent years of the need for 'a comprehensive' youth policy which would include a rationalisation of the multiplicity of allowances and benefits paid to young people and their parents, and of the conditions applying to them. This paper sets out to examine the costs, benefits and effects of the replacement of this structure of allowances by some form of youth allowance. It is written to stimulate discussion and presents a personal, not an official, viewpoint.

The first half of the paper provides a background against which a 'youth allowance' needs to be considered, beginning with the facts of low participation rates in post-compulsory education and very high levels of youth unemployment. It canvasses the question of whether or what priority should be given to the needs of youth as against those of other age groups. The arguments for some such priority rest mainly in a community feeling that it does have some special responsibility for young people; that neglect could lead to social disruption and does involve loss of human resources. The heart of the problem is that now, as always, it is the most disadvantaged groups of young people who receive least from society in the way of education and who bear the brunt of unemployment, not merely in numbers but, more seriously, in duration of unemployment and in having the poorest prospects of emerging from it. It is these young people who are disadvantaged by lack of educational and vocational qualifications; lack of job contacts and networks, and discrimination on grounds of race and sex.

Each of these three aspects of disadvantage, together with fundamental changes in schools, needs to be tackled directly but youth allowances are an important tool in an overall policy which seeks to reduce socio-economic disadvantage. Present allowances comprise those paid directly to young people (unemployment, transition, TEAS) and those paid to parents of full-time students. The arrangements are inequitable in amounts spent (for example, on the early school leaver compared with the doctor in training); they help to discourage education participation and embody inconsistent ideas of 'dependency'.

The paper sets out the major principles and assumptions which might underlie financial support policies, based on the right of young people to remain in full-time education/training up to age 18 and to be enabled to become progressively more independent. On these principles, three models are outlined: a universal allowance to all; a modified version at a low level of allowance; a restricted model focusing on needier individuals and groups. The first of these is clearly the most costly; it would need to be examined in relation to the taxation system and the community's capacity to pay, bearing in mind the fact that per capita income has continued to rise throughout the recession.

BESWICK, David G.

83/AB/70

Financial Support for the Young in Tertiary Education. Paper for the Learning and Earning Conference, Toowoomba, Queensland, 30 June - 3 July 1983. Melbourne, Victoria: Centre for the Study of Higher Education, University of Melbourne, June 1983 [23p.]

Total participation rates combined across all sectors of formal education, including secondary, show a consistent pattern of increase between 1975 and 1980 for each age cohort from 15 to 20 years of age. It is a change in pattern rather than in the overall rate of participation which needs to be understood as the basis of developing policy on student financial assistance.

Financial factors are only one element in the pattern of student participation in education though, as the Learning and Earning Report (83/AB:27) points out, they are an important factor; in particular, the withdrawal of teacher education scholarships and unfavourable adjustments to TEAS.

The paper considers first the contrary trends in school retention rates to Year 12 for males and females during the 1970s, assessing the influence of a reduction in the average earnings of graduates, the sharp increase in teenage part-time work, opportunities for employment and numbers of apprenticeships offered. But the reasons for poor participation rates are at least as much questions of attitudes, motives and social values as they are of financial costs and benefits. The principal reason why the retention rate to Year 12 has increased for girls has been the gradual acceptance of a changed view of the role of women in our society.

The two main factors motivating students to continue education have been and remain interest in the study and outcome in a career. But the influence of these factors is dependent on material support and encouragement from family and others and on the support of the society through education, employment and social welfare institutions. Government intervention can raise or lower (personal, social or monetary) costs of participation, both directly in their effect on the student as an individual and indirectly through effects on other institutions, especially the family. It is these economic and social climate factors, not the young people themselves, which changed during the 1970s and are now in the process of changing again.

Verbal encouragement to students to continue their education is beginning to have an effect on participation rates. It needs to be backed by adequate policies. An improved system of financial support for young people will need to be developed as part of a comprehensive policy aimed at a general improvement in the processes of maturation including increased participation in post-compulsory education.

The second half of the paper suggests that such a policy should include improvements to TEAS and increasing opportunities for 'work/study' combinatons. Building on a previous Evaluation of TEAS (B48, 110, 81/AB: 71) the paper goes on to discuss in some detail principles for improving the scheme, illustrating with evidence from two major surveys and some excerpts from case studies. An effective policy will take account of the influence of social factors both in the detail of financial provisions and in the symbolic value of government action.

BESWICK, D., M. HAYDEN and H. SCHOFIELD 83/AB/71

Studies of Tertiary Student Finances. Evaluation of the Tertiary Education Assistance Scheme: An investigation and review of policy on student financial assistance in Australia. Vol. 1. Canberra: AGPS, 1983 [290p.]

This is the final report of a study undertaken for the Commonwealth Department of Education by the Centre for the Study of Higher Education, University of Melbourne (see Abstract B48, 110). Abstract B110 has outlined the structure of the (then) draft Report and some of the research findings. This Abstract will focus on recommendations.

The Report lists a number of principles which should guide review of TEAS. These include:

- greater recognition of the social and personal maturity of tertiary students; an emphasis on self-help and initiative
- construing TEAS allowances as grants for a purpose, not welfare benefits, and regarding students as being in a position similar to self-employed persons whose work is subsidised for its value to the community
- emphasising the symbolic value of measures to enhance the esteem in which the student role is held, especially in the eyes of parents
- flexibility and discretion in meeting the needs of individuals
- replacement of resources withdrawn from student financial assistance, especially taking note of the loss of opportunity for girls, with the disappearance of teacher education studentships, and the small number of girls in apprenticeships
- having some elements of the total provision not subject to a means test for people in the normal student age groups
- institutional responsibility in the delivery of financial aid services to students.

So that a student will not be solely dependent on one source of income, a 'portfolio' approach should be used, comprising family support, self-help, TEAS, loans and scholarships. Among the options which might be considered by government are to:

- adopt a concept of partial dependency on parents and of progressively increasing independence between the ages of 18 and 21
  save some of the increased cost of the changed view of independence and achieve other desirable purposes by:
  - (i) discontinuing family allowances and taxation deductions in respect of student dependents over 18 years of age
  - (ii) limiting the period of assistance by grants to a maximum of four years
  - (iii) introducing a mandatory loans scheme as an extension of TEAS.
- discontinue qualifications for independent status through workforce participation, at least through part-time work and registered employment
- increase the level of the allowance substantially in the particular case of dependent students from the poorest families
- given a higher base rate of allowance, introduce the means test at a lower income level, but with a more gradual effect and a higher cut-out point, so that a greater proportion receive a partial allowance

- develop a self-help scheme to facilitate part-time employment of students by universities and colleges, and in other situations arranged for them
- include a limit on the number of hours of paid employment per week in the definition of a full-time student
- remove any absolute limit on earnings, subject to the maintenance of full-time student status, but make the total income including the TEAS allowance taxable and introduce a graduated means test on the student's own income
- regard persons who have been full-time tertiary students for the academic year as being in the workforce for the following three months, 1 December to 28 February, and as eligible for unemployment benefits as if their employment had been terminated on 30 November, and subject otherwise to the normal criteria
- introduce a small number of special merit Commonwealth scholarships for award annually by the institutions to the best of their students at the point of admission and in each year of their courses
- administer a limited and supplementary loans scheme through the educational institutions in association with the Department, financial institutions and CTEC, providing:
  - (i) mandatory TEAS extension loans for later years of long courses or sequences
  - (ii) discretionary loans by the institutions to meet special needs, perhaps together with concurrent loans to supplement TEAS grants
- allow institutions to make some awards from new Commonwealth scholarship funds on a basis which combines need and merit
- make special purpose grants to institutions to improve their financial aid offices.

These suggestions for possible action are discussed in Chapter 2. They are consistent with the belief of the writers that different avenues of assistance should be available to meet the varied circumstances of different individuals.

BESWICK, David, Kathleen MACDERMOTT, John ANWYL and Grant HARMAN 83/AB/72

Principles for the Future Development of Community Colleges in Victoria. A paper prepared for the Victorian Technical and Further Education Board. Melbourne, Victoria: Centre for the Study of Higher Education, University of Melbourne, April 1983 [72p.]

At the request of the TAFE Board in February 1983, this paper was prepared to assist the Board in the development of the concept of community colleges. The aim of the study was to review developments elsewhere and apply relevant educational principles to suggestions on the nature of pilot projects which might be undertaken, based on TAFE in Victoria. The introduction to the paper briefly outlines the responsibilities of TAFE and its relationships with other education sectors.

Chapter 2 reviews concepts of community colleges in Britain and the U.S. and discusses their relevance to Australia and to concepts of the purposes of TAFE in Australian education. The fact that there is considerable debate and disagreement about the purposes of TAFE is an element that must be considered and faced since the same tensions are likely to apply in concepts of community colleges. Chapter 3 discusses some of the conflicting views about TAFE: functionalist versus generic curricula; stratification versus continuum; rationalisation by stratification or by amalgamation or institutional autonomy; independent initiatives in adult education.

In Chapter 4, some Australian examples are outlined: Prahran in Victoria; the Darwin Community College; TAFE and the senior secondary system in Tasmania, and the South Australian 'community colleges' in TAFE. From the discussion and the illustrations, Chapter 5 draws out some characteristics which might be seen as desirable in the development of community colleges. If these are in any way to offer a wide range of educational options and to provide adequately for a wide range of individual needs, they will need to be responsive to the local community and to have an open-door admissions policy. The community college would need to provide a multi-purpose curriculum, and remedial/bridging/access programs and counselling for those who need them. It would embrace para-professional, technical and trades courses as well as general and adult education and preparation for advanced study. In such a college teaching would be the first priority of the staff and a resource centre would be of critical importance.

The final chapter considers the essential conditions for the establishment of pilot projects and the relationships with advanced education and with secondary education. It sees community colleges as part of the range of moves being made by State governments towards effective regionalisation of public institutions. Pilot projects should go to those communities which demonstrate a consciousness that the new institution belongs in deed as well as in name to the community.

HOY, Mavis and G.L. LAMPE

83/AB/73

Women in National Training and Employment Programs. Conference Paper No. 13. Presented to the Conference on Women in the Australian Labour Market: An Overview of the Issues. Canberra: Bureau of Labour Market Research, Department of Employment and Industrial Relations, August 1982 [29p. + appendices]

There are three main categories of direct government intervention in the labour market in the interests of equity (distribution of income and employment opportunities) and efficiency (matching demand and supply of labour). These are: influence by legislation, administrative rulings and persuasion (e.g. equal pay decisions); provision of information (e.g. CES and employment forecasts); direct intervention (assistance to employers to maintain or create employment and to individuals for education and training).

This paper is concerned with aspects of the last two forms of intervention. It is essentially descriptive and historical, providing a basis for ascertaining how government employment and training programs might be used (if at all) to improve the labour market situation of women.

Section II of the paper briefly summarises the evidence on the position of women in the labour market and the causes and factors put forward to explain their position and experiences. It outlines Australian experience with employment and training programs and provides the background and framework for discussion of the issues in the next three sections. It notes the general agreement on the problems women experience; in particular, barriers to entering or re-entering employment, difficulties with promotion and job development, lower incomes attaching to the jobs women enter. These barriers and difficulties are usually attributed to a complex combination of employer, individual and societal factors. Commenting on government programs, the paper makes the point that the introduction in October 1974 of the all-purpose general training scheme, NEAT, meant that no scheme directed specifically at women then existed. Since then, the priority in recent years on assisting young people has meant that all adult groups, including women, have had lower priority in programs. Thirdly, a large component of program expenditure has involved wage subsidies for on-the-job training and work experience. The delivery of these and other programs through the CES means that the distribution of program opportunities may be influenced by the CES role itself as well as by employers' and job-seekers' perspectives.

Section III reviews aspects of CES performance, outlining its development from 1946 and pointing out that relatively little is known about its role or its impact on the labour market. There is evidence to indicate that the CES is used most by employers in male-dominated industries and that females 25 years and over are less likely to register with the CES than are other groups. Further research in a number of areas is needed, but indications are that employers and female job-seekers are selective in their use of the CES.

Section IV outlines some of the results of a BLMR study of the National Employment and Training Scheme (NEAT), covering its aims, development and provisions from October 1974. It comments that the early years of NEAT support the view that those who took advantage of it were the better

educated and informed. This unequal social group access resulted in changes which reduced the expenditure and focused assistance more narrowly. Second, the range of training provided was limited and largely in traditional areas. Third, the experience with NEAT casts doubt on the likelihood that an all-embracing training program will provide adequate and appropriate assistance for all groups of individuals. Thus the trend since then has been to categorisation.

Section V covers the present range of employment and training programs with their heavy emphasis on assistance for young people. Over three-quarters of the estimated expenditure in the last two financial years was for programs directed specifically to youth. The Section lists and briefly describes the programs, then goes on to analyse the participants by age and sex. It shows that teenage females received more assistance in relation to their labour market position than did older females, but less in relation to males. A BLMR Comparative Study of Assistance to Young People (begun in mid-1981) has produced a number of results. These are discussed as are the factors which influence positions available for assistance and the resulting placement differences. Teenage females, while faring better than older women, relied heavily on the lower skilled Standard 17-week SYETP places and on basic general courses. They had negligible access to the higher skilled pre-apprenticeship and pre-vocational courses. An analysis of SYETP confirms that opportunities for young females have been limited to traditional low-paying and low-skilled jobs.

In its final Section (VI), the paper concludes that women have tended to receive a lower quantity and quality of assistance. Their employment and training opportunities reflect the segmentation of the labour market and reliance on programs like SYETP would seem to achieve little in lessening occupational segregation in times of high unemployment. The paper raises a number of questions about future programs and identifies some further areas of needed research. The answers to the questions involve political and equity judgements, but they must recognise the fact that adult women are likely to comprise a larger proportion of the growth in the labour force as the 1980s unfold.

SAMPSON, Shirley

83/AB/74

Trends in Research on the Education of Girls. Paper presented at AARE Symposium, 1982. Melbourne, Victoria: Faculty of Education, Monash University, 1982 [mimeo: 9p.]

This paper presents an overview of research on the education of girls between 1972 and 1982. By 1972, some particular aspects of disadvantage in the education of girls had already been documented: lower retention rates and achievement, especially in mathematics and science; fewer Commonwealth scholarships; lower levels of educational qualification. Attention had been directed to 'the powerful, if sometimes invisible, forces at work outside the four walls of the school'.

Little was published specifically on the education of girls until about 1975, when the activities of the Women's Movement began to take effect. The Schools Commission in June 1975 published Girls, School and Society - a most significant collection of data and research, whose conclusions, seen as radical at the time, have since been confirmed by Australian research. From 1975, four principal streams of research can be identified: detailed documentation of inequity and sex difference in schools; achievement motivation and its possible forerunner and outcomes in schooling; the processes of sex role socialisation and stereo-typing for girls in school and society in comparison with boys, and the history of the education of girls and women in Australia. The paper reviews the various research studies in these four areas.

Summing up the present situation, the writer comments that the Schools Commission publication, Girls, School and Society, has a catalyst effect and was followed by research in individual States, leading to documentation on local conditions and problems. On the whole, however, little action has followed, though Women's Advisors have been appointed in all States and three States have been able to use anti-discrimination legislation to achieve small gains.

In research, there remain major areas which need attention. Among the issues are: education in mixed or single sex classrooms or schools, which has relevance for girls' self-confidence, for studies of mathematics and science, for teacher attention and influence; data on the influence of women as role models in schools, and the whole area of teacher practice and prejudice; the influences of careers counselling on girls compared with boys; sex bias of language used in schools and in education generally; the education of girls and boys in schools, reflecting male and female sexuality in society and the relationship of family and work roles. There are also major gaps in the statistical data available, since much of this is presented without breakdown for sex.

So far Australian research has modelled itself on overseas studies, and it is undesirable that this should continue unquestioned. Perhaps also, research should begin to consider the complex disadvantage to boys of the male stereotype in schools and society.

BESWICK, David, Hilary SCHOFIELD and Judith BOREHAM 83/AB/75

The Participation of Women in Higher Education: Signs of Progress and Regression. Research Working Paper No. 83.1. Melbourne, Victoria: Centre for the Study of Higher Education, University of Melbourne, May 1983 [36p.]

As documented in the Commonwealth Tertiary Education Report, Learning and Earning (83/AB: 27), secondary school retention rates and total education participation rates for young women have been increasing steadily in post-war years. Yet the trends in fact cloak significant negative influences which have appeared in the last ten years and particularly since 1977. This paper, drawing on data from the Career Development Project (B47) and other studies, sets out to examine participation rates and the statistics on secondary retention and transition rates.

Consideration of female participation rates now is to be seen within the context of a substantial fall in the proportion of young males who have remained in secondary school and continued on to tertiary education. These apparent gains for women relative to men do not necessarily represent an increase of the opportunities for women. Explanations of the trends for women will need to take account of any influence which the same factors may have had for males, either in the same or opposite directions.

The paper goes on to discuss sex differences in some national trends in participation rates, pointing out the need to distinguish between participation and transition rates. For example, increased retention rates to Year 12 in schooling for girls during the 1970s and the declining rates for males were accompanied by a substantial decline in the transition rate from final year school to higher education for both sexes, but a much greater decline for females than for males.

Part of this decline for females was due to deferment, but there is also evidence of financial and other difficulties affecting females particularly. Information from the evaluation of TEAS (B48, 110) suggests financial difficulties, lack of parental encouragement and the withdrawal of teaching scholarships as factors influencing girls to decline or defer tertiary education. This is discussed in the next two sections of the paper, illustrated with information from case studies and supported by detailed tables and graphs.

Discussing the under-representation of women in science-based courses, the paper reviews research in the area, indicating significant differences in attitudes towards mathematics and reading between girls and boys and the influence of same-sex models in forming attitudes.

The final three sections of the paper consider later stages of career development: entry to professional careers; combining family and career plans and the conflict/issues raised by career and family choices in the late twenties age group. On the whole, women in this age group had modified rather than rejected traditional roles, believing that new family life styles and new patterns of work would allow them to maintain both career and family responsibilities.

BROWN, Sandra* and Jim FITZPATRICK*

83/AB/76

Breaking the Sex-stereotyping Circle. Item No. 8. SET 1983. Hawthorn, Victoria: SET (research information for teachers), ACER, 1983 [4p.]

This is a follow-up report of a 1981 study of subject choice in high schools in Western Australia (B6, 7). It examines school policies and practices which contribute to sex-stereotyped choices by students of school subjects.

The two schools studied were both in areas of low SES and high migrant populations, with enrolments over 1,000 pupils. In these schools the choices of optional subjects made in Years 9 and 10 by 14-15 year old students were investigated. Most schools offer between 12 and 50 optional subjects (of the 120 approved) and students choose up to 5 annually in addition to core subjects. Data were collected by interviews, questionnaires and examination of school timetables, class rolls and other documents.

The main body of the article discusses why sex differences in subject choice persists. One factor is the timetabling process which must represent a compromise among all the possible choices. If past practices are repeated, a subject like metalwork may be timetabled at the same time as needlework, exercising a restrictive influence on choice. In addition, students may limit their choice in anticipation of what have been established as timetable patterns. There was little evidence that the compulsory Year 8 sampling of a variety of subject options helped to change traditional sex-based choices. However, staff at the two schools were able to make some suggestions for reducing timetable constraints.

Classroom composition can also be a deterrent, where only one or two boys or one or two girls choose options dominated in numbers by the opposite sex. Student counselling also plays a part. Formal guidance counselling, generally to groups of students and their parents, tries to ensure non-sexist langauge and emphasis, but the most influential school counselling and advice comes to students through informal day-to-day contacts with teachers. Much of this advice, explicitly or implicitly, discourages non-traditional choices, especially for girls. Furthermore, where resources and subject places are limited, there is little incentive for schools to encourage wider participation, and many teachers are, in any case, reluctant to abandon long-held beliefs about what is appropriate for each sex.

The article concludes with reference to the debate about the strengths and weaknesses of single-sex schools, suggesting that segregated classes could be a valuable tool in breaking down sex-stereotyped subject choice patterns. While school sub-cultures, policies and practices are only some of the many influences which shape the subject choices of boys and girls, they should not in themselves constitute an impediment to social change.

* Research Branch, Western Australian Department of Education

KESSLER, Sandra, Dean ASHENDEN, Bob CONNELL and Gary DOWSETT 83/AB/77

Ockers and Disco-Maniacs. A discussion of sex, gender and secondary schooling. Sydney, NSW: Inner City Education Centre (37 Cavendish Street, Stanmore 2048), Second edition, revised March 1982 [17p.]

Sexual inequality at all levels of education is now well documented in research and continual attempts are being made to end gender stereotypes in curricula, in counselling and in job choice and opportunities. The campaign for sex equality needs both more resources and a re-thinking of basic ideas. This booklet contributes to resources by helping to document how pervasive sexism still is at the grass-roots level in schools. But its primary concern is with a re-thinking of basic concepts.

So far, attention has focused on two main ways of thinking about sex and gender; one, on unequal opportunity in education and employment; the second, on sex roles and social stereotypes - how they are established and maintained. These approaches have been useful in opening up issues such as the 'hidden curriculum'. They also have limitations in that they tend to regard each category as homogeneous, thus overlooking differences within categories. Similarly, emphasis on stereotypes and roles tends to exaggerate the importance of individual attitudes over the economic and social forces to which these attitudes are a response.

The booklet attempts to show that some of the complexities of the issues can be unravelled by a closer look at what teenagers in school and the adults they deal with are actually doing in their everyday lives. The discussion is based on evidence collected in the School, Home and Work Project (see Abstracts B 1, 2, 3, 14, 99). It throws light on the views and attitudes of a number of people: teachers, students and families.

Part 1 looks at the schools, involving the experiences of a teacher and of different kinds of students, and including some discussion of 'the unofficial school'. Part 2, in this same way, shows different kinds of families.

Part 3 (Sex, Gender and Schooling) begins with discussion of three points: that the issue of gender is one of social relations that involve power; that the way a society deals with sexuality and childrearing is not fixed, but is largely historical and subject to change; that within the dominant cultural patterns, there is immense diversity and complexity of attitudes and relationships. The section goes on to discuss the role and organisation of the school.

Part 4 (Thoughts on Practice) indicates the range of views and practice which are to be found in schools and the widespread though inchoate concern with issues of sexuality, sexism and sexual discrimination. It concludes with discussion of constructive educational work involving teachers, boys, girls, parents and schools.

STONEY, Sheila M. and Margaret I. REID EJ/AB/78

Balancing the Equation. A study of women and science and technology within Further Education. Project Report. Report of a Project commissioned by FEU from the National Foundation for Educational Research. Middlesex, England: Further Education Curriculum Review and Development Unit, Department of Education and Science (Honeypot Lane, Canons Park, Stanmore, Middlesex, HA7 1A2), August 1981 [75p.]

Relatively few women pursue courses and careers in physical science and technology and this is most acute in technical disciplines at technician and craft level. This report, which is the outcome of a one-year project, has been geared towards exploring ways and suggesting possible strategies by which Further Education staff can help to improve women's participation, progress and attainment within these non-traditional spheres. The research has been especially concerned with curricular and teaching issues and the question of their relevance to the problems at hand, but has also considered attitudinal, cognitive ability and sex-stereotyping factors amongst others.

Quantitative data were collected by means of a questionnaire survey of Heads of science and technical departments in approximately one hundred colleges and polytechnics in England and Wales, which sought to gather details of women's enrolments, efforts made by departments to increase women's participation rates and the views of senior college staff upon issues which previous research had shown to have a bearing upon women's entry into science and technology and their subsequent progress. In addition the project included a number of case-studies of selected courses and departments, a survey of initiatives made on behalf of women by training, validating and professional bodies and other interested parties as well as a review of the pertinent literature.

Chapters 1 and 2 discuss the research project and the extent of the problem, together with the issues of sex differences, attitudes, practices, curricula and sex stereotyping. Chapter 3 deals with improving the access by means of reducing sex discrimination and stereotyping in language and materials; financial incentives (scholarships and training awards); information and encouragement; changes in curriculum. Chapter 4 provides a commentary on courses: enrolments; student performance, preferences and attitudes. Chapter 5 discusses the findings of the study on the curriculum, the teaching and the students.

The final Chapter 6 provides a summary and conclusions. It sets out the arguments for wishing to encourage more women to enter science and technology careers and points out that Further Education has to deal with a problem which began much earlier in the individual's career. This does not mean that Further Education should not accept responsibility for improving the situation. Among the factors influencing women's take-up of science and technology courses are innate cognitive variables; personality traits; education and family background; attitudes of women themselves as well as of employers, institutions and others; employment prospects; awareness of courses and opportunities.

Best results are obtained where efforts are clearly targeted at women rather than through more generalised initiatives, but any activity which brings school children into closer contact with science, technology and industry is likely to have positive results.

MOSS, Jillian D.

83/AB/79

Towards Equality: Progress by Girls in Mathematics in Australian Secondary Schools. Occasional Paper No. 16. Hawthorn, Victoria: ACER, 1982 [73p.: $6.50]

There is a long-standing belief in Australian schools that girls find the study of mathematics more difficult than do male students. The uncertainties that persist about the mathematical potential of girls are a cause of concern since a failure by girls to study and succeed in mathematics denies them access to many courses and careers and reinforces inequalities in opportunity.

This paper examines the evidence from two national surveys: the first IEA survey in 1964 and the second in 1978. Both involved 13 year-old students and final year mathematics students in government schools in Australian States; the second survey included in addition students from non-government schools. The study focuses on Year 12 students, looking at sex differences in achievement and attitudes and comparing these at both levels. Its main concern is with changes over the period of 14 years between surveys so as to investigate direct effects that might be of consequence. Chapter 3 details the samples and the test instruments.

Chapter 4 looks at performance in mathematics at the lower secondary school, finding at this level a tendency for girls to be better at lower computational tasks and boys at tasks involving higher mental processes and spatial knowledge. At the upper secondary level (Chapter 5) differences in favour of boys were generally larger in 1978 than they were in 1964, though this must be qualified by the changes in participation rates over the period, which are discussed in Chapter 6.

The holding power and yield of girls in mathematics at the Year 12 level is shown to have increased substantially between 1964 and 1978, but the mean scores for girls remained generally below the corresponding scores for boys, and there seemed in many cases also to be a deterioration in performance over the 14-year period. Chapters 7 and 8 examine the results 'other things being equal' and discuss sex differences in attitudes to mathematics. Finally, Chapter 9 sums up the results of the study and looks at steps towards equality.

The study produces evidence that, between 1964 and 1978, girls have moved to a position of greater equality of opportunity in scientifically-based occupations and careers, but at both age levels, there were consistent results showing that boys had more favourable attitudes to mathematics than did girls and also to the extent of control which people could exercise over their physical environment.

The report argues that the trend for girls to stay longer at school and continue study of mathematics is a result of changing perceptions of the role of women in the society, but further changes are required if girls are to have equal opportunities with boys in careers based on scientific and mathematical training.

HARGREAVES, Kaye 83/AB/80

Women at Work. Victoria: Penguin, 1982 [402p.: $6.95]

This book sets out to discuss the issues which arise in any consideration of women in the workforce and to examine some of the actions taken and still needed in order to put into practice the aims of the women's movement. Though it focuses on women in the paid workforce, it makes the point that it is almost impossible to separate the issues of women in paid employment from the issues of women engaged in unpaid employment in the home. While at any time a large proportion of women are not in the paid workforce, few women stay out of it permanently and many are engaged in part-time employment. Women in the workforce often have two sets of demands made on them: those arising from their paid employment and those from their responsibilities in the home.

The book is based on some years of research and information gathering, beginning in 1977-1978 with interviews with 100 women working in a range of jobs in various eastern State towns and cities. Further information came from specialist organisations such as the Women's Electoral Lobby and the Working Women's Centre in Melbourne and, from 1979, from the author's own experience as one of the co-ordinators of the Western Region Centre for Working Women in Melbourne.

The book begins with an historical outline of women's participation in the workforce in Australia during the last century. Chapter 2 looks at the gradual development during the 1970s of an ACTU Charter for Working Women, covering three main areas: entry to the workforce; workforce participation and the trade union role.

Chapter 3, the Right to Work, considers the implications of this right and the barriers to achieving it, including attitudes, labour market structures and trends, and the levels of unemployment. If women's right to work is to be established, the elimination of discrimination is an essential part of the process. Chapter 4 considers the various kinds of direct and indirect discrimination and the action taken by governments to combat them.

Further chapters deal with the particular problems of migrant women; with issues arising from work patterns (hours of work, part-time and shift work); with health and safety issues particular to women and 'women's jobs'; with child care and with the somewhat ambivalent role of trade unions in relation to women's issues.

The final chapter is concerned with prospects for the 1980s, given the radical changes which are taking place in the society and in industrial patterns and requirements. The decline in manufacturing industry, changes in the service sector, the growing impact of technology, and high and continuing levels of unemployment will all put further strains on the development of women's rights and will increase the importance of continued and forward-looking action by the women's movement and by governments. To sustain the opportunity for paid employment will become an essential task of the Working Women's Charter Campaign, acting through participants in the workforce, in unions and on community organisations.

GAME, Ann and Rosemary PRINGLE 83/AB/81

Sex-typing in Computerland. Australian Society (P.O. Box 274, Fitzroy 3065), 1 May 1983 [p.3-8]

In manufacturing, banking and retailing, the introduction of computerised technology is having a devastating effect on the workforce. And computers have brought with them a mystique which tends to obscure their use and potential to increase management's control of the labour process and to reduce labour costs. Nor has the newness of computer technology altered such long-established practices as fragmentation of work, de-skilling and gender divisions. This article sets out to show that gender divisions are as central in a new industry where jobs are supposedly non-sex-typed as they are in others. The sexual division of labour is not a remnant from the feudal past that is gradually being eliminated but is a fundamental structural feature of capitalist society.

The article goes on to examine the division of labour in the computing industry. Data entry is work so down-graded and unskilled that it is not generally regarded as part of computer work. It is performed almost entirely by women. Operating, though also reduced to unskilled manual work, is defined as male and much better paid. Programming is supposed to be open to both sexes, but men predominate and women are confined to the lower ranks. Relatively few women are to be found in systems analysis or in management, though their 'feminine' skills are used in demonstrating and teaching.

The article goes on to discuss the early days of the computer industry, which developed from military requirements, to illustrate how a new occupation become so rapidly sex-typed. From the late 1960s, the development of computer technology has tended to make the separation of particular processes easier, confining the skills required to relatively few areas and downgrading the rest. Thus systems analysts have been predominantly middle-class males. Their job has been defined as 'requiring creative thinking (male!) and business skills' and they communicate with management and deal with business problems. The operator's jobs were rapidly de-skilled; it was unnecessary for operators to understand about computer programs. These jobs, involving often night-shifts and overtime have gone to working-class men. As jobs and qualifications become more standardised and defined, more women have been recruited. The article looks in some detail at the process of de-skilling and segregation; the part played by sexual harassment as an excuse, a fear or a practice and the relationship between male images/self-concepts and machines.

Looking towards the future, the article sees technological change bringing further and even more fundamental change in processes and patterns of work in the computer industry; in particular, the decentralisation of the unskilled work leading to the possibility of the exploitation of women in cottage industry type situations.

See also

- GAME, Ann and Rosemary PRINGLE

  Gender at Work. Sydney: Allen and Unwin, 1983 [$8.95]

SWEET, R.

83/AB/82

Some Indicators of Teenage Girls' Disadvantaged Labour Market Status. Research Report. Sydney, NSW: Student Counselling Service, NSW Department of Technical & Further Education, August 1982 [16p.]

This paper uses a variety of published statistical information to highlight the disadvantage suffered by teenage girls in Australian labour markets. Their situation is compared with that of teenage boys, as being the most appropriate comparison group. The paper covers a number of aspects: unemployment income support, hidden unemployment, education and training, part-time employment, vacation work experience, full-time employment. The discussion in each section is supported by tables and graphs. In bringing together in one document information from a variety of sources, the paper produces an overall picture of the labour market situation of teenage girls. The following summary of the main points concludes the paper.

- Girls form a minority of the teenage work force but a majority of unemployed teenagers
- Unemployment rates are higher for teenage girls than for teenage boys, and the recession which began in 1975 seems to have exacerbated this gap
- Girls remain unemployed for a longer average period than teenage boys, and this difference has widened since 1977
- The annual income of long-term unemployed teenage girls is less than that of long-term unemployed teenage boys. Boys' income exceeds the dole; girls' is less than the dole
- Employed teenage girls earn on average only slightly less than employed teenage boys. A short period of unemployment significantly increases the disparity between the two groups' annual incomes.
- Girls who have left school are far less likely than boys to enter either full-time education or full-time employment
- A boy falling into neither of these groups has a 60 per cent chance of being detected in the unemployment statistics. A girl has less than one chance in two
- Teenage girls form 83 per cent of all teenagers who have no attachment to either education or employment
- Educational qualifications and post-school training greatly reduce teenage boys' chances of becoming unemployed. They have only a minimal effect on girls' employment prospects
- Unemployed girls are more highly educated and trained than unemployed boys. Despite this, they are more likely to become unemployed and to fall among the hidden unemployed
- A higher proportion of employed teenage girls than of employed teenage boys is found in marginal part-time work. The growth of part-time employment in the teenage workforce has affected girls more than boys
- A teenage school girl is significantly less likely than a teenage school boy to gain a full-time job during the school holidays
- Girls' full-time employment has declined at a much faster rate than boys' since the mid-1960s
- Girls' concentration in clerical work and their relative absence from those areas where teenage employment has either remained static or grown underlie this different pattern of decline in full-time job opportunities.

CHESTERMAN, Colleen and Eva COX 83/AB/83

Women and Unemployment. Sydney, N.S.W.: Women's Co-ordination Unit, Premier's Department, 1982 [mimeo: 15p.]

The combination of world recession and advancing technology is leading to a reappraisal of the place of paid work in the lives of individuals and the communities they belong to. Neither those in government nor those in opposition are prepared to offer a return to 'full employment'. Yet it needs to be recognised that only males have ever enjoyed 'full employment' and this was achieved by persuading women in the post-war years to leave the paid workforce. This paper discusses a number of issues arising from the unemployment of women.

It begins by identifying barriers to women's employment: assumptions about their primary responsibilities, their role and the accepted family patterns; the gender stratification of the labour market; the lack of support services such as child care. The recession has nevertheless had a striking effect on women workers, slowing down their rates of participation in the workforce and increasing their unemployment rates. To the recorded rates of unemployment must be added the rates of hidden unemployment.

The problem and effects of women's unemployment have been largely overlooked in analyses and research studies, but a major survey in 1977 by NSW COSS indicates the negative consequences of unemployment for women. For most women as for most men, unemployment is a destructive experience. There is need for special intervention programs for women, dealing in the first place with education and work preparation, occupational segregation, employer attitudes and other problems such as geographic isolation and family responsibilities.

This paper goes on to discuss the special problems and needs of young women and older women, referring to particular programs designed to meet these needs, such as those sponsored in the Hunter region by the NSW Government (see Abstract 83/C: 62).

The potential and actual contribution of women's participation in the workforce is economically significant in a variety of ways, including lessening the dependency on social welfare payments and increasing the demand for goods.

The society has to recognise that women have a right to work, whether or not there is a recession. This means that available paid work should be distributed fairly irrespective of class, ethnicity or gender. Access to paid work on similar terms to men means that women would share both the employment and the unemployment, the good jobs and the bad jobs.

MERRILEES, W.J. 83/AB/84

Hidden Unemployment Amongst Married Women. A paper presented to the Conference on Unemployment in the 1980s held at the University of Wollongong, July 1982. Sydney: University of Sydney, 1982 [mimeo: 13p.]

The paper begins with a discussion of the concept of and the general economic policy interest in hidden unemployment. The official record of the unemployed does not include those people who are or have become discouraged from a sustained search for employment by the negligible prospect of success: the hidden unemployed. Australian interest in these is a development of the 1970s, stimulated by high rates of unemployment. Recent research has therefore focused on the extent to which certain groups (women, teenagers, migrants and older males) make up the hidden unemployed. There is increasing interest also in ascertaining how such people support themselves financially; that is, in the income re-distributive effects of recessions. The structural as distinct from the cyclical aspect of hidden unemployment is also of increasing interest.

Parts III and IV of the paper consider various approaches to the measurement of unemployment, reflecting differing economic perceptions of the nature and causes of unemployment. Section III raises the general idea that economic theory and economic measurement are inter-related. In our context this raises the issue of the extent to which the historical measurement of unemployment is influenced by prevailing economic theory. The other direction of the relationship, namely the use of data to test economic theory, is of course well-known. Section IV compares the three main methods of measuring hidden unemployment and comments on their relative efficacy.

Finally Section V documents the behaviour of the official Bureau data on discouraged workers and attempts a non-rigorous comparison with other measures of hidden unemployment. One implication from this comparison, which is endorsed in Section II, is the notion that the era of rapid growth of female labour force participation rates has gone. The previous era is seen as a catching up process, partly fuelled by a structural pool of hidden unemployed women. This easing of the growth rate for female labour force participation should give some breathing space for policy makers, enabling them to take action to reduce the severity of female unemployment.

STOESSIGER, Rex

83/AB/85

Work, Unemployment and Study in the Lives of Young Women from Country Areas. Research Study No. 73. Hobart, Tasmania: Research Branch, Education Department, November 1982 (32p. + appendices)

This paper reports on a study which followed on in Tasmania from earlier research into school leavers in country areas (see Abstracts B15, 42, 43; also Clearinghouse Newsletter, August 1982, p.52-55). The previous study indicated that females were having greater difficulty than males in obtaining employment and were more isolated when unemployed. This follow-up study, conducted in 1981 and 1982 has four main aims:

- To provide information on the early employment histories, further education and mobility of female leavers
- To elucidate the personal and social consequences of extended unemployment in rural areas
- To assist the planning of education, social welfare and other government and community groups in the provision of services to rural female leavers. The employer study created an additional aim to those included in the ERDC application
- To provide information on the employers' attitudes to rural school leavers, as beginning workers, and their ability to meet employers' expectations.

The methodology of the study is described in the report. It involved a 1981 questionnaire to the 512 females who were in Years 9 and 10 in 1978 to elicit information about their subsequent experiences. Interviews were conducted with as many as possible of the females interviewed in 1979 and with some others. An additional study of employer attitudes was undertaken.

Section 3 of the paper reports the information elicited in 1981: continuing education; entering the workforce; type of work obtained; how work was obtained; changing jobs; being unemployed; concern about unemployment; forming permanent relationships; place of residence; activities and educational interests. Section 4 discusses similarly the 1979 school leavers. Section 5, based largely on interview information, provides an overview of attitudes to work and education. In Section 6, employer perceptions and viewpoints are reported on.

Many of the specific findings of the earlier Country Leavers Study (B42) are confirmed by this one (listed in Appendix D). Some broader issues have also emerged, and these are discussed in the concluding sections. Among them, the following are identified. Young women leaving school are keen to get jobs and make excellent employees when they do. The situation for rural females attempting to enter the workforce is precarious. Post-school transition programs, apart from EPUY, have done little for unemployed school leavers. Employers were pleased with the young women they employed but unimpressed with the standard of unsuccessful applicants. An effective comprehensive youth policy must be seriously considered to provide adequately for all young people.

ARCUS, G., S. LAWSON and K. McARDLE 83/AB/86

Youth in Rural Communities. The Report of the Western Australian Conference, held 28-30 August 1982. Perth, W.A.: Rural Youth Movement Council of W.A. (3 Kimberley Street, West Leederville 6007) February 1983 [44p.]

This Report gives the aims of the Conference, participants and samples of discussion. It includes also summaries of the three keynote addresses and a chapter discussing the most significant issues facing young people in rural communities today. Chapter 2 provides a summary of the whole Report.

The first keynote address (by Dr W. Greble) discusses the development of present rural communities, pointing out the historical factors influencing present conditions and attitudes. In the second address, Social Networks and Community Action, E.M. McDonald talked about the relationship between individuals, the ways networks operate and their importance in the social fabric of a community. The third paper (by Lex Parker) outlines the essential elements for a sustainable agriculture in the future.

Chapter 7 identifies the issues considered by the conference participants in order of their perceived importance. Among the most important were: the need for co-operation and involvement of the whole community; the need for increased communication with and acceptance by the community; the need for more employment opportunities.

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BUTOKAC, Anne V. 83/AB/87 #

Children's Work Code: An ethnographic study of the work domain of primary school children in a rural community.

INSTITUTION: National Centre for Research on Rural Education, University of W.A.

TIME: January 1982 - June 1984

This study, undertaken in a south-west rural community in W.A. whose agricultural base is dairy farming, focuses on the 'work code' - the organising principles of work - held by children at the end of primary school. The study began in 1982 with all Year 6 students in six schools and continues in 1983 with 113 of the students in Year 7.

Methods used include participant observation, ethnographic interviews, structured questionnaire, work genealogy and census analysis. Results so far indicate that the children's knowledge of adult work is limited to the range of local options, particularly farming, and they expect continuity in their work futures.

DOCUMENTATION: Thesis in June 1984.

ELSWORTH, G.R. and N.A. DAY 83/AB/88

Rural Disadvantage in Transition to Higher Education. Address to a public meeting at Shepparton, Victoria, April 15, 1982. Melbourne, Victoria: Melbourne College of Education, 1982 [4p.]

This paper provides information on the relative chances of young people from rural families in Victoria continuing their education beyond secondary school to college or university. It uses data (originally collected for a previous study B55, 83/AB: 26), on the group of 16, 17 and 18 year olds who applied through the Victorian Universities Admissions Committee (VUAC) in 1979 for a place to commence study in 1980. The study takes as its premise that 'equality' means equality of representation rather than the mere absence of specific barriers, either legal or financial. On this premise it traces the representation of population groups through various stages of transition to locate the points of drop-out and ask the reasons for differential drop-out.

Longitudinal data from a complete age or grade cohort into post-compulsory schooling and beyond are not available. Instead the study uses 1976 Census data and compares these with the distribution of applicants for tertiary places in 1979. The figures attached to the paper and elaborated by footnotes cover Population/VUAC Applicants; VUAC Applicants/Offers; VUAC Applicants/Take-ups; Rural/Metropolitan Youth; Females/Males.

The study found that country students in 1979-80 turned down their VUAC offers more frequently than city students because they perceived greater financial costs and fewer career benefits; had slightly lower HSC achievements and received fewer university offers. It is worth noting that the combined effects of perceiving greater costs and fewer career benefits account for 45 per cent of the disadvantage of country students in self-selection. This suggests that action taken to properly meet the costs of country students by maintenance grants and to match tertiary courses to the career aspirations of rural youth could have a significant positive impact on their rates of transition to higher education.

Universities are clearly held in higher esteem by young VUAC applicants to the extent that, irrespective of the preference level of the offer, they are more likely to accept their offer if it comes from a university. Country students are more likely to receive college offers (reflecting, perhaps, their academic and vocational interests and preference for regional institutions) and they are in this way disadvantaged. Remedies lie in improved academic and vocational counselling in country schools and in a broadening of the range of courses offered at regional institutions. It is worth noting that, with the exception of engineering, few opportunities exist in the regional institutions in Victoria for education in the high status, private practice professions. The development of opportunities for credit transfer from country colleges into these courses after one or two years study may also have a positive impact on rural educational disadvantage.

DAY, Neil A. and Gerald R. ELSWORTH 83/AB/89

Migrancy and the Decision to Continue with Tertiary Education. Paper for the Australasian Political Studies Conference, ANU, Canberra, August 1981. Melbourne, Victoria: Melbourne State College, 1981 [26p. + tables and graphs]

This paper reports analysis of work undertaken in a study commissioned by the Commonwealth Tertiary Education Commission (B55, 83/AB:26). The first sections of the paper discuss the sample and the model of the research which seeks to explain why students turn down or take up offers of tertiary institution places. This decision is the final link in a chain of decisions already made by the student who has persisted to Year 12 in schooling and taken the matriculation examination. The analysis begins with a sample model of three pre-determined variables: sex, home location and socio-economic status. On this model, it was found that females were, on average, about 12 percentage points more likely than males to turn down offers of places; students from metropolitan homes were 10 percentage points less likely to reject offers than were rural students; low SES applicants were 9.3 percentage points more likely to turn down offers than were high SES applicants. The analysis thus indicated substantial inequalities in access to tertiary education.

The next variable added to the model was the ethnic background of the applicant's family based on country of birth of the father. Three groupings were used: 'Australian' (father born in Australia); 'English' (father born in English-speaking country); 'Non-English' (father born in non-English speaking overseas country). The paper goes on to discuss in some detail the method of analysis. Other sections deal with the interaction between socio-economic status and ethnicity, family size, the direct and mediated effects of migrancy, referring in detail to the tables, graphs and figures at the end of the paper.

The overall conclusion to be drawn from the analysis is that students from migrant families, especially 'Non-English' families, were more likely than average to decide to enter tertiary education. In this decision, smaller family size seems important, but the main reason appears to be an instrumental orientation towards further education. This may be because it is one of the few avenues of social mobility available to those from recent migrant backgrounds. The association between socio-economic status and rejection of offers is very strong among 'English' students but almost non-existent among the 'Non-English'. Thus the typically English association between social status and entry to tertiary education persists in the new environment.

The paper concludes with notes of caution about findings from a limited sample survey and emphasises the need for replications. However, the study does indicate the danger of considering all students from migrant backgrounds as a single category. It also reiterates that many previous decisions have led to the final one of choosing to continue or not continue education.

STOKER, Des

83/AB/90

Migrant Workers and Structural Change. Migration Action (Ecumenical Migration Centre, 133 Church Street, Richmond 3121), Vol. VI, No. 2, 1982 [p.4-9]

Immigration policies, like other social policies, depend largely on views of how society works. In Australia there are four major theories used to explain how society works and the role immigration plays in such society. These are the functionalist/consensus approach; the Marxist perspective; the 'people for growth' thesis; the 'people for undesirable jobs' thesis. The first approach, most commonly accepted in Australia, views immigration as a voluntary transaction bringing benefits to both migrants and host society. It ignores the fact that in many cases immigrants have been compelled by economic circumstances unwillingly to migrate. The Marxist view sees immigrants as a tool for owners of capital to maximise their power, profit and privilege, mainly at the expense of recent migrants. The third perspective sees immigration as a response to the obsession with 'growth' and 'progress' of westernised societies, to the detriment of the environment and non-replaceable resources.

The fourth approach, the secondary labour thesis, is the one favoured by the author. It seeks to understand the causes and consequences of immigration by focusing on the nature of work in the society. The article outlines the development in the post-war period of two types of labour markets: the primary labour market of 'advantaged' workers with relatively high educational qualifications and skills who gain access to well-paid jobs with security, good conditions and career opportunities; a secondary labour market requiring little educational qualification and marked by arduous work conditions, poor security and little opportunity for advancement. Both labour markets are essential to capitalist economies, the secondary one supplying flexibility and cheapness of operation.

Immigration explains how secondary labour markets are maintained, since the work required is often of a kind and condition which Australians would not accept. The article goes on to provide further reasons for supporting this view of immigration, based on the author's own studies of Non-English Speaking (NES) migrant workers and their organisations.

Drawing on this research, the writer makes the point that it is generally acknowledged by employers, union officials and the migrants themselves that NES migrants are concentrated in the least desirable jobs. Migrants take these jobs by necessity and, contrary to popular belief, they do not then move on to better things. The physical and emotional strains of the work preclude the upgrading of qualifications and 'trap' them into the jobs.

The article ends with a discussion of the effects of structural change on NES migrants, including greater insecurity and economic pressures, developing racial tensions between migrants and Australians and between migrant groups. Action must be taken by governments and the society to assist migrants in a variety of ways, including upgrading educational qualifications.

MILLER, Paul

83/AB/91

The Economic Position of Migrants: Facts and Fallacies. A Preliminary View. Discussion Paper No. 49. Canberra: Centre for Economic Policy Research, ANU, July 1982 [26p.]

This paper provides an overview of migrants' labour market performance in Australia. It uses 1976 Census data to establish how migrants fare in the employment stakes, how much they earn when employed, how they survive when unemployed.

Section II of the paper examines labour force participation rates of migrants, pointing out that in June 1976 there were more than 2.7 million overseas born persons in Australia (20.07 per cent of the total Australian population). The largest number were born in the UK and Eire (49.1) per cent). Other main sources were Italy (10.30 per cent), Asia (8.85 per cent), Greece (5.62 per cent) and Yugoslavia (5.28 per cent). Analysis of the data shows that migrants appear more likely to be in the labour force than the Australian born, but this participation rate is age related. Participation rate differences among migrant groups exceed the difference between the Australian born and total overseas born population. Participation by migrant males does not vary with years of residence, but participation by migrant females declines with increases in the period of residence. Average skill levels vary markedly among migrant groups, but in terms of years of education and technical/trade qualifications, the average migrant's endowment is comparable with that of the Australian born.

Section III examines migrants in employment, finding that migrants are over-represented in trades occupations; migrant males are more likely to be self-employed/employers than the Australian born, but migrant females less likely; migrant females have a lower propensity to take up part-time jobs than Australian born females; at the aggregate level the earnings gap between the Australian born and the overseas born is small; the overall social standing of the typical migrant's job is less than that of the typical Australian born.

Migrant unemployment is examined in Section IV. The unemployment rate of migrants exceeds that of the Australian born, but the unemployment rate differences among migrant groups also exceeds that between the Australian born and the overseas born. The migrant unemployment rate decreases with increases in the period of residence in Australia.

The concluding section of the paper lists some of the findings in regard to the average migrant male and the average migrant female, and points out the considerable differences which exist among the various birthplace groups, Southern European born being shown as particularly disadvantaged. Tables and graphs support the discussion throughout the paper.

Many of the findings go against the grain of conventional wisdom. Hence the sub-title of the paper: facts and fallacies.

AUSTRALIA. COMMONWEALTH DEPARTMENT OF EDUCATION 83/AB/92

Report of OECD/CERI: Australian Seminar on Disabled Young People - Access to Enhancement of Living and Contributing Citizenship Through Education and Technology. Held Melbourne and Sydney, August 1981. Canberra: Commonwealth Department of Education, 1982 [98p.]

This seminar was one of a number initiated by OECD/CERI in various countries as part of the ongoing program of research and innovation in the education of the disabled. The objectives of the seminar, focusing on persons with disabilities in the 15-24 years group, were to identify and encourage good existing policy and practice and to formulate and recommend future developments in policy and practice. The aspects to be examined were facilities, policies, curriculum, resources and frontiers. Participants were drawn from a range of people who were in a position to influence, lead and implement. Among them were persons from government departments, academic institutions and voluntary organisations. State education systems and TAFE were also represented.

The theme of the Seminar was the enhancement of life and the Report is a record of the debate and discussion centring on this theme. The Introduction to the Report (Part I) goes on to outline the Australian context which is characterised by a concern for an appropriate education for all children of school age; the integration of children with handicapping conditions into regular schools (with appropriate support services); the provision of special schools and classes where these are needed.

The Report is in five parts. Part II covers the Workshop discussions under the headings of Education, TAFE, Employment and Vocational Preparation, Impact of Technology and Change, Community Living, Co-ordination and Rationalisation of Services and Information. Part III is a short concluding statement. Part IV gives the seminar abstracts under the same headings as the Workshop discussion. Part V lists the participants.

The Seminar concluded that a number of premises were fundamental to all policy initiation. It is society rather than the characteristics of people which is the major source of handicap. Such handicap is imposed if individuals are not enabled to participate as full members of the society and if policies are implemented without the support services necessary to achieve the objectives. Skills development is possible for everyone, given appropriate methodology and technology. Participation in community life can be achieved in growth-producing group activities, as in some regular and special schools. Experiences of purposefulness, expectation, love and joy are essential to the successful development of all people and should not be denied to those with disabilities.

The concluding statement of the Seminar points out that evaluation of it rests on the actions which follow. Change depends on changing attitudes, fresh perspectives of human goals, the values placed on the objectives and the means by which they are attained.

LAURA, R.S. (ed.)

83/AB/93

The Impossible Takes a Little Longer. Canberra: AGPS, 1982 [130p.]

The nine chapters of this book were written by nine young people who have disabilities which would normally be serious handicaps to an effective life. The project, supported by the Office of Youth Affairs, Department of Employment and Industrial Relations in Canberra, was conceived as a means of bringing to the community some understanding of what it is to be young and handicapped by disabilities.

In the introduction to the book, Professor Laura points out that the distinction between those who are disabled and those who are not is by no means a clear one. The terms 'disabled' and 'handicapped' illustrate the differences in situation and attitude. Everyone is 'disabled' in some ways and in some situations, and the disability may or may not be a handicap. Weak or faulty eyesight may be a disability, but the wearing of glasses may remove it as a handicap. Often the terms are used as expressions of attitude, not so much to the particular disability as to the person who suffers it: labels which categorise an individual as less of a person than others. It needs to be recognised that a person with a disability is not necessarily a person with a handicap if means are available to overcome the disability. The practice of labelling persons with disabilities as 'handicapped' questions their status as persons and deprives them of many of their rights in society. 'In almost every chapter of this book there is a certain sense of personal agony that derives from society's inability to recognise that those with disabilities are sexual beings, capable of love and bitterness, just like the rest of us'.

The first chapter, Step by Step, is the story of Nicole Gerrand, born with cerebral palsy. Elizabeth Hastings (I Can and I Do) suffered polio as a baby. Madonna McGeevy has epilepsy and in her chapter, Labels, describes the disability and the handicaps/frustrations which spring from people's attitudes and lack of knowledge and understanding. In Now and Then, Cathryn McKenzie, a Parliamentary Counsellor in Victoria, describes her experiences as a blind person. Maree Minter (Variations on a Theme) writes of her experiences and of the labels 'dwarf', 'midget' and 'freak' so often attached to her. In the chapter, Silence May Not be Golden, Steve Ripley describes his experiences as a deaf person. Steve Russell gives a personal account of someone with haemophilia. David Smith in the chapter I Think a Little Slower was diagnosed in 1960 as having Moebius Syndrome, causing paralysis and affecting sight, hearing and movement. Robin Wilkinson, a 'thalidomide baby' writes the final chapter, Profoundly Normal.

Altogether the book is an assertion of personal identity and the right to be human and adult. It is also a documentation of courage and achievement.

QUEENSLAND. DEPARTMENT OF EDUCATION. DIVISION OF SPECIAL EDUCATION. GUIDANCE AND SPECIAL EDUCATION. TRANSITION EDUCATION RESOURCE UNIT 83/AB/94

Special School Leavers as Employees: Employer Perceptions. Brisbane, Queensland: Transition Education Resource Unit (as above), May 1982 [13p.]

This reports on a pilot study to ascertain for those special school leavers currently employed:

- how long they held the job
- the type of job held
- any problems encountered at work
- employer opinion of the characteristics that make them good employees,

and for those special school leavers no longer employed:

- how long they held the job
- any problems encountered at work
- reasons for leaving that job
- who terminated the employment.

A sample of 35 school leavers was randomly drawn from the names submitted by special schools for the Destination Survey, January-May 1981. The sample represented all regions except the North-Western region which provided no students in the required category at the time. A letter together with two-part questionnaire was sent to the employers of these students, seeking their participation. They were asked to complete that section of the questionnaire that applied to their particular school leaver employee (Section A, currently employed or Section B, no longer employed).

Of the 35 employers surveyed, 31 survey forms were returned. These indicated that 19 school leavers were still employed and 10 were no longer employed at the time of the survey. The report presents detailed results in table form covering the aspects surveyed. Appendices include the survey questionnaire.

See also

- Destination Study: Special School Leavers - January-May 1981. December 1981 [17p.]
- Destination Study: Special School Leavers - June-December 1981. March 1982 [24p.]

COOPER, G. DARYL and Sylee JONGELING 83/AD/95

Factors affecting employment opportunities for, and employer attitudes towards persons with disability - results of a survey. Australian Rehabilitation Review (National Advisory Council for the Handicapped), Vol. 7, No. 1, 1983 [p.23-30]

As a result of the demonstrated achievements of the work preparation centres (WPCs) at South Yarra (Victoria) and Granville (NSW) the Commonwealth Rehabilitation Service, a branch of the Department of Social Security, has embarked on a national program of vocational preparation for young persons who have had a history of significantly below average social, academic and intellectual performance. New work preparation centres are being or have recently been established in Marrickville (Sydney), Footscray (Melbourne), Adelaide, Brisbane and Perth. This survey was undertaken as part of the overall planning strategy for the establishment of a work preparation centre in Perth, specifically in the suburb of Osborne Park, an industrial area some 8 km from the city centre.

The aims of the survey were

- to identify possible job opportunities for future graduates of the Work Preparation Program
- to determine the attitudes of employers in relation to the employment and vocational training of disabled persons
- to determine the attributes sought by employers when recruiting workers and
- to facilitate future liaison between employers and the centre.

A selected population of businesses in manufacturing and service industries was surveyed using a mailed questionnaire and follow-up interview method. The response rate of less than 30 per cent was low. The majority of businesses responding employed less than 50 people and one-third employed five or less. Only 5 per cent (four companies) employed more than 100 persons. Approximately two-thirds of all businesses currently employed school leavers, but only one-fifth said that they actually preferred to employ this age group; the majority of the others having no preference.

The survey indicated that employers had no difficulty in filling any positions for young people, but over 90 per cent said that they had no positions for young people. Two businesses employed or were willing to employ persons with disabilities, and others would be willing to employ persons trained through a work preparation centre. Employers looked for general rather than specific work skills when selecting employees and attached little importance to past academic performance.

The implications for training are that emphasis should be placed on:

- developing good work habits and a positive attitude towards work
- developing social skills which will allow the trainee to communicate effectively and interact positively with fellow workers
- increasing self-confidence and promoting the use of initiative, facilitating the ability to cope and adapt; and
- developing work stations and other forms of community-based employment experience.

Throughout the article, comparisons are made with other similar studies in relation to methods and findings.

LLOYD, J.I.

83/AB/96

Unemployment and Aboriginal Australians: How Much do we Understand? Paper to the Conference on Unemployment, Wollongong, July 1982. Queensland: James Cook University, 1982 [9p.]

Despite high levels of unemployment and the indications that much of unemployment is structural rather than cyclical, little in-depth systematic research is being undertaken on the non-economic aspects of unemployment in Australia. Present knowledge of the social and psychological impacts of unemployment to a large extent stem from research undertaken overseas during the depression and post-depression periods over 40 years ago. There is danger in applying these findings to the very different social and economic circumstances today.

The need for informed research becomes acute if attention is directed to aboriginal unemployment: first, because of the growing size and visibility of the problem; second, because of the dearth of research to date; third, because of the poor quality of available information.

Currently, Aboriginal unemployment stands at between 45 and 80 per cent of the available Aboriginal workforce; but there are indications that it is likely to become a major social issue in the future given the youthful nature of the population; its bias towards growth; migration towards and concentration in urban areas and in jobs most subject to prolonged and recurrent unemployment; a high dependent-age ratio combined with low labour force participation rates; an already high and proportionately increasing unemployment rate; prejudice and discrimination in employment opportunities.

The capacity to cope with the problem is severely hampered by a lack of well-informed and sensitive research. What material is available tends to be quantitative rather than qualitative, providing little understanding of the social and psychological consequences of unemployment. It cannot be assumed that the impact of unemployment for Aborigines is the same as for other Australians unless it is also assumed that their work beliefs, values and attitudes are also identical.

Research into Aboriginal work values has produced equivocal results since it has not been based on any real understanding of Aboriginal perceptions of work and work values. Overseas research with minority groups has shown that social scientists have in the past applied the concepts and values of the dominant life-style to minority populations rather than placing the cultural logic underlying each minority group at the heart of description and explanation.

Research in Australia should focus on the internal dynamics of Aboriginal communities and give emphasis to Aboriginal viewpoints, taking particular notice of Aboriginal adaptations and coping mechanisms. Separate Aboriginal identities and cultures do exist and are embraced to varying degrees by most members of the Aboriginal population. At the very least, discrimination in employment opportunities distinguishes Aboriginal from non-Aboriginals in the consequences of unemployment.

McCONNOCHIE, Keith

83/AB/97

The Concept of Adolescence and Desert Aboriginal Communities.
WIKARU 11 (Journal of the Aboriginal Teacher Education Program at Mt Lawley Campus, College of Advanced Education, W.A.), December 1982 [p.42-52]

Western views of childhood were invented at about the same time as mechanical clocks and the steam engine; 'adolescence' was a later invention, having its roots in the nature of post-nineteenth century western societies. It can be adequately understood only in terms of the social conditions which led to its creation and maintenance. Thus the behavioural traits associated with 'adolescence' should be interpreted in the light of those conditions rather than as a function of psychological characteristics derived from the physiological changes of puberty. Yet the social basis of 'adolescence' is increasingly ignored. The behaviour associated with adolescent years in western society has been conveniently explained away by the use of a term which disguises the nature of the social conditions from which its springs and attributes it to internal psychological traits.

Increasingly, 'adolescence' is being used as a category and as an explanatory concept in Aboriginal education, ignoring the dangers of translating the term from one set of social conditions and cultural background to another quite different. The danger lies in the likelihood that the use of the term brings with it expectations and explanations which may be quite misleading and inappropriate to the new group. The nature of 'adolescence' in central Australian aboriginal settlements, the conditions which have led to its creation, and similarities and differences between 'adolescent' groups in Aboriginal and western communities need to be examined in detail before the term can be used with any confidence.

Adolescence did not exist in traditional Aboriginal society. The transition from childhood to adulthood was well demarcated. However (as in the Natibiri) traditional groupings did exist; for example, pre-circumcision boys, circumcised youths, etc. At some stages, persons of a group lived together. Fewer categories were used for women and the transition from childhood to maturity was more rapid. These categories bear little relation to western social groupings. They were based largely on religious divisions.

Adolescence in the western sense has emerged in desert communities within the last 20 years or so, owing to schooling, containment on managed settlements and other contacts with western society. Yet the adolescent group has developed with little contribution from western adolescent groups. The article goes on to discuss the similarities and differences between Aboriginal and western adolescent groups under the headings of relationships with the adult community; authority and violence.

The creation of adolescence provides one example of the way in which imposition of an alien school system and its underlying values and beliefs can bring about major changes in an Aboriginal community with which it may be ill-equipped to cope.

ABSTRACTS

SECTION C

Programs: Proposals, Reports and Evaluation

83/C: 49 - 68

AUSTRALIA. NATIONAL COMMITTEE FOR THE EVALUATION OF THE YOUTH SERVICES SCHEME 83/C/49

One Step Forward. Youth Homelessness and Emergency Accommodation Services. Report. Canberra: Commonwealth Government Printer, February 1983 [91p. + Appendices]

The Youth Services Scheme provided funding between July 1979 and June 1982 to increase the provision of emergency accommodation and related services for young people, and to help them move into a stable living situation (see Abstracts C28, 29). The Committee evaluating the Scheme comprised four persons nominated by the Departments of Social Security and Employment and Employment and Industrial Relations (Commonwealth), of Community Welfare Services (Victoria) and of Youth and Community Services (NSW). The purpose of the evaluation was to gather information on and assess the demand for emergency accommodation, the situations of the young people, the service response to the needs identified.

The first four chapters of the Report give the background to the Scheme (its establishment, objectives and arrangements); explain the methodology (see C29); describe the administration and operation of the scheme (funding, staffing, costs), and discuss the demand for emergency accommodation. Chapter 5 examines the users of the Scheme in terms of age, sex, cultural background, State of residence; background characteristics such as previous residence stability and how they came to require accommodation; labour force/education status and income; place of residence before and after; family structure and circumstances; difficulties facing young people (personal, family, unemployment). Chapter 6 deals with the services provided through the Scheme and the after-care. There is a bibliography and three appendices: 1. giving considerable statistical information; 2 and 3 describing the guidelines for and proposal for evaluation of the Scheme. The first fourteen pages provide a summary and a list of recommendations.

There are five different service types providing assistance to youth, which receive funding through this Scheme. These are:

- refuges (providing beds and counselling and support)
- family boarding services (providing accommodation in the homes of members of the community)
- referral information/regional co-ordiantion (co-ordinating vacancies and providing referral and housing information)
- detached youth workers (providing counselling and housing information, advocacy and support, working on the streets where youth gather)
- bond/loan subsidy schemes (providing cash assistance for establishment costs or for temporary accommodation).

These may be funded as discrete service types, or several types of services may be combined in the one funded service. Services are mainly in metropolitan areas and many areas lack services.

The demand for youth accommodation through the Scheme far exceeded supply overall (by about 60 per cent), even though accommodation increased substantially over the three-year period. Homeless youth come from diverse backgrounds and have a range of needs, but most share the two disabilities of coming from broken families (often after abusive and unsupportive relationships) and of unemployment. They are in the main young and

inexperienced in coping with the difficulties they encounter. They fall into two groups: those who are 'newly disadvantaged' by broken homes or unemployment; those with a considerable background of difficulty who require more intensive medium to long-term support.

Unemployment, with the low level of income which accompanies it, is the most important factor contributing to youth homelessness. It reduces access to independent housing and exacerbates the vulnerability of adolescents to personal crises. Other factors are landlords' prejudice, legal limitations and the unavailability of suitable housing. Many youth experience difficulties in obtaining necessary primary services and assistance from education and health authorities.

The Report finds need for a co-ordinated network of services involving information and referral; low cost medium/long term supportive accommodation services to help young people find housing; specialist services for youth with particular needs; more adequate staffing and ongoing in-service training.

The provision of welfare services can never be a substitute for the basic necessity of employment, and the Report recommends that a range of measures to improve employment opportunities for young people should be undertaken nationally. Current income levels for unemployed youth are inadequate and should be supplemented by a rent allowance adequate to meet accommodation needs for those who are living or need to live independently of family. The school leaving age and eligibility for unemployment benefits should be brought into line.

A comprehensive co-ordinated youth housing policy for single persons is required, involving Commonwealth, State and local governments. It should include provision for a range of housing types such as boarding and lodging places, flats, share-houses, hostels and housing co-operatives both in the public and private sector, as appropriate. Additional provision of public sector housing will be necessary to assist youth so that they do not displace others also in need. As part of the development of a youth housing policy there should be an investigation of ways of increasing the availability of low cost private sector housing, and particularly of restoring the availability of boarding houses and hostels in inner city regions.

To replace the pilot Youth Services Scheme, an ongoing permanent program should be established to fund emergency accommodation, and medium to long-term supportive accommodation for youth and to develop a network of complementary accommodation and support services.

The Report also makes detailed recommendations on the capacity of the program, the age range served (up to 25 years), support services, funding and administration, standards and practices.

See also

- Hansard, Representatives, 19 May 1983, p.760-761
- Hansard, Senate, 19 May 1983, p.602-608.

SMITH, Ralph E. 83/C/50

Employment Subsidies in Theory and Practice: The Special Youth Employment Training Program. Discussion Paper No. 69. Canberra: Centre for Economic Policy Research, ANU, May 1983 [54p.]

Employment subsidies have been supported by many economists as a means of reducing unemployment without worsening inflation and also redistributing jobs. This paper examines the potential and actual role of the Special Youth Employment Training Program (SYETP) in the Australian economy. It discusses the role of employment subsidies in a nation's economic and employment policy mix and then considers SYETP in the Australian context. It also presents some options for change in regard to eligibility criteria and terms of subsidy.

SYETP has operated in Australia since 1976 as a scheme designed to induce employers to hire a particular group (long-term unemployed youth) and provide them with work experience. Under the scheme, employers are paid a flat-rate subsidy of $75 per week for 17 weeks for persons under 25 years who have been unemployed for at least four of the presiding 12 months. A larger subsidy is available for those who have been unemployed at least 8 months. Review of Australia's experience with SYETP illustrates many of the issues involved in converting the theory of employment subsidies into practice and in measuring their effectiveness.

Analysis of information on the impact of SYETP on the Australian economy suggests a number of conclusions. First, the program has been a small one with never more than 40,000 subsidised workers at any one time, and generally with less than half this number. Thus, at its peak enrolment it would not have reduced the teenage unemployment rate by more than 1.5 percentage points and aggregate unemployment by 0.2 percentage points.

The scheme has been successful in redistributing job opportunities in favour of long-term unemployed youth and this has probably resulted in less pressure on wages than would have resulted from an across-the-board unemployment reduction of similar size. The fact that the subsidy is a flat-rate one appears to have led employers to select from among the youngest of the eligible long-term unemployed youth. Moreover, the scale of the subsidy has influenced their decisions about whether to participate. A large reduction in the subsidy between 1978 and 1979 was associated with a sharp reduction in the number of subsidised workers employed.

SYETP appears to be playing a useful if not a large role in the Australian economy. If it continues then attention might be paid to criteria for eligibility and to the terms of the subsidy and Section IV of the paper discusses some of the options in these areas, pointing out that the relationship of SYETP or similar programs to other policies needs to be considered. More attention needs to be given to determining the most cost-effective methods of attracting employer interest and to examining the implications of current and alternative eligibility rules. It is at present by no means clear that unemployment duration is the best criterion for eligibility.

CRAMER, Barbara, Terry REILLY and Lynton BROWN 83/C/51

Three Discussion Papers. Transition Education Case Study Project Melbourne, Victoria: Transition Education Advisory Committee (582 St Kilda Road, Melbourne 3004), 1982 [51p.]

This publication consists of three papers:

- CRAMER, Barbara. A Language for Describing Reform in Education (see Abstract 83/AB: 53)
- REILLY, Terry. New Directions in Transition Education (see Abstract 83/C: 21)

BROWN, Lynton. 'Transition' in Transition.

This is an abstract of the third paper which, like the other two, has been developed from material generated by the Victorian School-to-Work Transition Program. It sets out to consider factors which have influenced the evolution of the program and to illuminate issues in an historic account of some of the major events and decisions affecting the program's development.

The program, as established in 1981, had a dual emphasis: on the needs of a specific target group and on development and change within the education system as a whole. Both methods of funding and differing educational perspectives have tended to create two distinct Transition Education Programs: one in TAFE and one in the Secondary Schools sector. In TAFE, the dual emphasis intensified a pre-existing debate about its role and priorities; in the schools, it was reflected in two distinct approaches to the funding of projects: the remedial approach and the more developmental/change-oriented focus.

The early part of the paper outlines the CYSS and EPUY programs as background to the TAFE approaches in Victoria and raises some of the difficulties of definition and perspective embodied in the concept of 'transition'. Differing perceptions between the TAFE and Schools programs have contributed to their effective separation. The paper goes on to discuss criteria for funding TAFE programs, links and pre-apprenticeship programs; prospects for institutionalising the program in TAFE, and program support and development.

The second half of the paper looks at the TEAC (Transition Education Advisory Committee) program in the schools, noting the effects of ambiguity in Guidelines and approaches and the questions raised about criteria for judging success. An outline is given of the structure for approval of funding through TEAC and the role of regional committees; the tensions in central and regional relationships and the changes in structures which resulted from these. Regional responses to enlarged responsibilities have tended to a bureaucratisation of procedures and some decisions based primarily on administrative grounds. Evaluation has been a further area generating confusion, some of it arising from misconceptions about the process of evaluation itself.

The limited funding of transition education implied either a token approach to the dilemma of schools and students or a stimulus to projects which would have wider implications for and be taken up by systems. The asymetrical power relationship between schools and funding agencies has impeded this second approach, as has the absence of understanding about 'action research' and its implications.

DAWKINS, David 83/C/52

Gordon Technical College Retail/Business Studies PVC. Transition Education Case Study Project No. 10. Melbourne, Victoria: Transition Education Advisory Committee (582 St Kilda Road, Melbourne), 1983 [43p.]

This case study describes a retail/business studies course at Gordon Technical College in Geelong. The Report begins by describing the College and the planning for the course work in the College Transition Program. The second section focuses on the students: their views on being unemployed, on being selected for the course and on being students. The context, philosophy and content of the course are outlined and the issues arising from it discussed.

The project is frankly vocational and sees itself as serving the specific needs of employers as well as helping students. It has built up a network of contacts which enables it to place some of the students in jobs. Those students who do not get jobs are encouraged to continue their education, and this is facilitated by the integration of all the students on the course into the general life of the College.

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MAXWELL, Robyn, Bruce WILSON and Johanna WYN 83/C/53

Community Studies at Fitzroy High School. Transition Education Case Study Project No. 12. Melbourne: (As above), 1983 [51p.]

In this program, taken by all Year 10 students, one day a week is set aside for a range of activities, several based outside the school, which develop the students' communication and independent decision-making skills, their adaptability, sense of responsibility and self-awareness. The Report outlines the context: neighbourhood, school and background development of the program. It then describes the six projects which comprise the program and goes on to discuss the educational issues involved in the structure of the program, the learning process and student outcomes.

The program has highlighted a significant level of student dissatisfaction with formal schooling. It has been remarkably successful in providing students with experiences more realistic and relevant to their futures in an uncertain job market.

WYN, Johanna

83/C/54

Yabberstick: Princes Hill High School. Transition Education Case Study Project No. 13. Melbourne, Victoria: TEAC (582 St Kilda Road, Melbourne), 1983 [25p. + appendices]

Yabberstick is the name of a newspaper run by staff, students and members of the community at Princes Hill High School. It has been in operation since the early 1970s and is of interest because it is one of the few newspapers established in urban areas. This case study sets out to give a thorough description of the processes involved in producing a community newspaper in an inner-city Melbourne school and to draw out some of the educational issues implicit in the process. The Report briefly describes the school and the development of the Yabberstick project as part of the school curriculum. It discusses the structural organisation and the process of putting together such a newspaper, then goes on to deal with the educational issues involved: communication, curriculum integration, participation, teacher development, school to life, mental/manual distinction, creative skills.

The Report concludes that Yabberstick is a successful school-community newspaper, valued by the students and the parents. The Appendix reproduces the November 1982 issue of Yabberstick.

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BARTLETT, Leo

83/C/55

Murrayville High School. Transition Education Case Study Project No. 14. Melbourne, Victoria: (As above), 1983 [53p.]

This is a program in which the students of Murrayville High School would participate in the organisation and operation of an FM radio recording studio, located at the school, which would have strong links with the community FM station but not be dependent on it. The project was expected to develop in the students skills such as effective communication; efficiency under pressure; compatability with adults at the workface; responsibility/leadership/independence; organisational skills.

The Case Study describes the country town in the Mallee and the school, and traces the development of the project from conception of the idea to the formation of the Co-operative and the acquisition of a licence from the Australian Broadcasting Tribunal. The report discusses the issues involved in terms of educational benefit, school community relationships, integration with the curriculum and consistency with the aims of a transition education project. It also outlines some of the questions which will arise when the radio station becomes operative.

BROWN, Lynton 83/C/56

Preston Hospitality Centre PVC. Transition Education Case Study Project No. 15. Melbourne: TEAC (582 St Kilda Road, Melbourne), 1983 [84p.]

This pre-vocational course spends three days of each week operating KARES (Kitchen and Restaurant Educational Services) - a restaurant catering for up to 30 with a clientele of college staff and visitors and other people from local schools and community groups. The case study sets out to consider the nature of the curriculum which has emerged, the factors which have influenced its development and the implications of the differing perspectives on the program's purpose and function. It describes a typical restaurant day and goes on to discuss the curriculum in its various facets of collaborative action, integration and relationships. Profiles are given of the participating students and questions of the course in its institutional context discussed.

The program attempts in its approach to resolve the ambiguities of Transition Education between skill acquisition and personal development. It is also rich in issues which commonly rise in the debate about Transition Education.

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SMITH, Helen 83/C/57

Whitehorse Transition Project. Transition Education Case Study Project No. 16. Melbourne, Victoria: (As above), 1983 [71p.]

This pre-vocational program offers training for occupations in retail, clerical, travel consultancy, service and administration and hospitality trades. The 10-month course has a strong vocational emphasis but aims also to place vocational training in a broader educational context. It develops co-operative rather than competitive learning and assesses students in terms of their own achievements.

The Case Study outlines and discusses the course, staffing and participants; the responses of trainees and employers, and the networks, roles and relationships developed. Among the issues seen as arising from the course are the questions of establishing a balance between vocational training and more general liberal education values; and secondly, of providing vocational skills related to an increasingly crowded labour market. The role played by the Program in providing personal support for unemployed young people has emerged as the most significant benefit of the program.

MUNRO, Angela 83/C/58

Choice and Exclusion in Transition from School. A Case Study of the School Program at Western Youth Services. Transition Education Case Study Project No. 18. Melbourne, Victoria: TEAC (582 St Kilda Road, Melbourne), 1983 [44p.]

This is one of five programs conducted within the Western Youth Welfare Services agency, others being concerned with hostel accommodation, work preparation and a range of support services. This program operates as an annex of the Essendon Technical School and provides a bridging school for welfare clients. It spans the gap between social welfare and secondary education, catering for the 13-15 years age range and aiming to place students who have completed the eight-week course either in employment or in secondary schools. The participants include those referred through the Court and Welfare systems as well as others regarded as truants or fundamentally alienated from schooling.

The Report discusses the environmental and institutional contexts of the program, its role as exemplar of curriculum change and its place in Transition Education. There appears to be overwhelming agreement among the wide range of persons and organisations concerned with the program that it is effective in engaging and accommodating those students customarily opting out of or excluded from the educational process; but its future is uncertain because efforts to gain for it an accepted educational status and funding have been unsuccessful.

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WILSON, Bruce 83/C/59

Expanding Horizons. Transition Education Case Study Project No. 19. Melbourne, Victoria: (As above), 1983 [42p.]

This is a 1982 report of a project which was the subject of an evaluation in 1981 (C25). It is a joint program involving three schools in the development of an alternative curriculum for a particular group of Year 10 students to provide them with a more effective preparation for making decisions about further education or employment at the end of Year 10.

The Report describes the participant schools and the project; and the various aspects of the program. It discusses the participants (25-30 Year 10 students of mixed ability at each school), parental involvement and staff interaction as well as the educational issues arising from curriculum review and development, work education and the mental-manual distinction.

Comments from students, teachers and parents testify to its success in helping the personal development of the students. Two concerns remain: whether the program is transferable to other schools and whether it has had effect on the curriculum development generally of each of the participating schools. The final section of the case study considers these questions.

BRUNNER, Susan 83/C/60

Some Perspectives on the Participation of Females in Transition Education Programs. An Occasional Paper. Adelaide, S.A.: Research Branch, Department of Technical and Further Education, November 1982 [47p.]

This paper is part of the formal report for Stage 1 of the Transition Education Policy Evaluation Project in the Department of Technical and Further Education in South Australia. Despite the allocation of financial resources to initiatives designed to attract females to non-traditional courses, participation remains low compared with that of males. Analysis of girls' participation in technical subjects in secondary school indicates a declining rate of participation from Year 8. Secondary school experience does not prepare girls for technical and trade training after schooling. However, a Vocational Awareness Program begun by the Department of Education in 1982 may result in a broadening of the career choices of females. The Department of TAFE has expressed support for the program.

The paper reviews female participation in a number of technical/trade courses: Link; Pre-Vocational (Trade); Pre-Vocational (General); Vocational Preparation; Foundation; EPUY. Link courses require co-operation between the two departments of Education and TAFE and could be used effectively to introduce males and females to vocations in non-traditional areas if there were joint effort in counselling, curriculum design and student selection. The paper discusses the present situation of link courses and makes suggestions for policy initiatives.

Chapters 4 to 9 survey the other courses mentioned above giving a brief description of each and discussing it under the headings of participation and benefits. Pre-Vocational (Trade) Courses are male dominated (96 per cent males to 4 per cent females). In Pre-Vocational (General), Vocational Preparation and Foundation Courses, females predominate. EPUY has a policy of attempting to achieve a balance between males and females in each year. In 1982, there were 4 per cent more female participants than males (52 per cent to 48 per cent). The discussion of these chapters is supported by tables.

Concluding, the paper argues that Link Courses are a means of improving female participation in non-traditional training, since they can provide a basic grasp of the terminology, processes and tools/implements associated with a chosen non-traditional training. Females need both hands-on experience and classroom instruction to build both their skills and their confidence. But if link courses are to be effective, TAFE must become involved in the counselling and selection of students in secondary school as well as in course design.

A final chapter reviews TAFE's Equal Opportunity Policy and makes suggestions for translating policy more effectively into action.

SOUTH AUSTRALIA. EDUCATION DEPARTMENT. TRANSITION EDUCATION UNIT (TEU) 83/C/61

- Improving Chances for Girls. Project Report. Compiled by Susan MONKS. Adelaide, S.A.: TEU, Department of Education, 1981 [47p.]

- Improving Chances for Girls. A Case Study in Implementation. A report compiled by Susan MONKS and the teachers of Banksia Park High School. (As above), 1981, [108p.]

- Improving Chances for Girls. A Strategy for Confidence Building. (As above). 1981 [48p.]

These three papers report on a project (B59) funded under the Commonwealth Transition Education Program. The project, carried out in three high schools in Adelaide, set out

- to develop a school-based methodology to increase the options for girls in their movement from school to post-school life
- to provide factual information to teachers, parents and students about the realities with which women are confronted in their post-school lives; in particular, the world of work
- to develop methods of raising the self-esteem and self-confidence of girls
- to test strategies to implement the above during a short-term intervention.

The first paper provides an overview of the project and the research which it generated. The second paper is a detailed case study of the implementation of the action research model for curriculum development in one of the schools involved. Because the building of confidence among girls emerged as an essential requirement, the third paper provides a detailed discussion of an approach to the development of confidence.

The intervention (action research) involved the collection of relevant data from students; familiarisation with work in the area, both national and international; collection of facts about the lives of women in Australia. This was followed by a variety of actions designed to promote awareness, increase self-confidence, modify sexist language and presentations and develop curriculum materials. Questionnaires before and after the intervention indicated that there had been a number of developments: awareness of the implications of subject choice; expanded subject and career choices; increases in self-confidence.

The success of the program has a number of implications. It highlights the need in education for choice not merely to be available, but to be seen to be available to all students. Programs need to be developed at school level, out of the perceptions of the teachers and students involved. The importance of providing girls with role models among teachers and among women outside teaching must be recognised and appropriate action taken. Work experience can be used as a means of informing girls about non-traditional work and building their self-confidence. Above all, the project indicates the need for continuing research and action to improve chances for girls.

NSW. NEWCASTLE/HUNTER VALLEY EQUAL EMPLOYMENT OPPORTUNITY ACTIVITIES 83/C/62

- Who's That Under the Hard Hat? A collection of papers presented at a forum in Newcastle aimed at encouraging employers to re-assess the 'traditional' role of females in the workforce. The seminar was presented by the Community Task Force for Youth Employment in conjunction with the Hunter Development Board, the Newcastle Chamber of Commerce and Industry, the Master Builders' Association, the Metal Trades Industry Association of Australia, the Newcastle Chamber of Manufacturers. 14 September 1981 [41p.]

- Equal Employment Opportunity - Implications for Hunter Development. Papers presented at a Seminar held in Newcastle City Hall Conference Centre, 26 March 1982. The Seminar was arranged by the Hunter Development Board and the NSW Anti-Discrimination Board in association with Newcastle University Community Programs [80p.]

- Equal Employment Opportunity Seminars for Employers in the Hunter Valley. Newcastle, NSW: Equal Employment Opportunity Officer, Hunter Valley, Human Resources Division, NSW Department of Industrial Relations (Piccardi Centre, cnr King and Perkins Sts, Newcastle 2300), June 1982 [22p. + press clippings]

These three publications mark stages in the development of a program to promote equal employment opportunity in the Hunter Valley. It began with the recognition that in Newcastle, the main town in the area, employment opportunities were very largely the preserve of males. The jobs available (mainly in iron/steel, shipping and mining) were considered unsuitable for women. Consequently, the proportion of women working in the area is lower than the national average. This program to change attitudes in the Hunter Valley grew out of voluntary effort and has more recently been supported by the NSW Government.

The first of the papers cited above provides a variety of information on the area and of viewpoints on the problems and issues. The second set of papers develops the issues and viewpoints; the third describes the seminars organised for employers: programs, participants, arrangements and documents.

Despite the difficulties of changing attitudes in the industrial circumstances of the area, the campaign has had considerable success: a ten-fold increase in girls doing apprenticeships in non-traditional areas as well as vastly increased awareness of opportunities and issues. But progress is very small compared with the size of the problem throughout Australia. (A National Times article, 7-13 March 1982 describes the campaign and its outcomes.)

EVANS, Terry

83/C/63

A Report on the 1981 Girls' Options Program at Traralgon Technical School. Victoria: Gippsland Institute of Advanced Education, 1982 [59p.]

The main purpose of this Report is to give the school and its community an objective record of the aims, activities and achievements of the Girls' Options Program from a social science perspective. The stated aims of this Program were to broaden the job expectations of female students, to develop their self-confidence and resourcefulness and prepare them for job-seeking. The research method included questionnaires and interviews which allowed for every girl in the school to be included in the study, together with samples of boys, parents, teachers and administrators.

The report is in two parts: Part 1 explains the history and operation of the program in the context of the local community and against the background of the girls themselves. It describes the school and the origin of the program, its aims and activities. One chapter describes the family background of the girls, their preferences and aspirations. Part 2 presents the results of the study from the viewpoint of the girls, the parents and the teachers. Individual activities and aspects of the program are discussed and analysed in terms of the stated aims. The concluding chapter sums up the achievements and weaknesses of the program and indicates needs for the future.

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ROBINSON, Marianne and David DAWKINS

83/C/64

A Work-Book for Girls. Transition Education Case Study Project No. 17, involving Maryvale High School, Morwell High School, Traralgon Technical School, Newborough High School. Melbourne, Victoria: Transition Education Advisory Committee (582 St Kilda Road, Melbourne), 1982 [32p. + Appendices]

This case study describes the Work-Book for Girls, a development of an earlier and larger project, the Gippsland Career Options for Girls project. This Career Options Project had operated on Schools Commission funding to encourage girls to consider career options within male dominated trades. The context was the Latrobe Valley - an urban industrial complex within a rural environment.

The Work-Book for Girls Project, funded by TEAC, had two functions: to give female students an opportunity to express the attitudes and opinions which they had been developing in response to the Career Options Project; to create a structure which might allow them to exercise their own initiative by acting independently in the development of a new project. The Work-Book was intended to contain original material produced by students in Years 9 and 10 for use by girls in those years. The finished Work-Book includes several accounts of work experience by girls.

The Case-Study discusses the context, the schools and people involved, the process of the project and the problems concluding that the value of the project lay in the process rather than the end product.

EVANS, Terry and Daryl NATION 83/C/65

Evaluating School Programs: A Study of A School to Work Transition Program for Girls. Presented to the South Pacific Association for Teacher Education Conference, Chisholm Institute of Technology, Frankston, 8 July 1982. Victoria: Gippsland Institute of Advanced Education, 1982 [32p: mimeo]

This paper represents the first stage in reporting on the findings of a study conducted during 1981 into a school-to-work transition program for girls (The Girls' Program) at a technical school (called for reporting purposes The Valley Technical School) in the Latrobe Valley. The paper begins by describing the geographical situation of the school and the social structure of the Latrobe Valley - an industrial area with a work-force heavily dependent on employment in the State Electricity Commission (SEC). In this kind of area, males are the dominant gender; the relation-ships are patriarchal, and women who wish to break into the main labour markets are competing with fathers, husbands, brothers and boyfriends for a place.

The Girls' Program was intended to broaden the expectations of girls, develop their self-confidence and resourcefulness and prepare them for job-seeking. The program was mainly extra-curricular and catered for every girl in the school. Activities included provision of a 'Girls' Room', lunchtime activities (films, etc.), visits to Melbourne and other towns, a school camp and parents' meetings.

The evaluation study fell into two parts: an evaluation of the Girls' Program leading to a report and television documentary; an interpretive sociological account of the program in relation to its location within the social structure. The paper provides an outline of the research design, which included administration of questionnaires to and interviews with the girls, their families and some groups of boys.

The findings reported on in this paper relate to changes in girls' aspirations and self-concepts, curriculum modification and the programs' relationship with TEAC (Transition Education Advisory Committee). It was found that by the end of the year 68 per cent of girls aspired to 'traditional female' employment compared with 85 per cent at the beginning of 1981. However, this did not mean a shift to non-traditional work; rather, a shift in preferences to 'other' occupations and to the 'don't know' category. This increase in uncertainty was nevertheless accompanied by an increase in self-confidence both individually and collectively. The program was also responsible for some curriculum change and modifications, particularly in the humanities area, despite some opposition by a minority of male staff in the school.

The paper concludes with discussion of Working Women in a Man's World and with concepts and application of a transition program.

STOESSIGER, Rex

83/C/66

Education and Local Development in Australian Rural Areas. An overview of the Education and Local Development Projects conducted in Western Australia, Victoria, New South Wales and Tasmania as part of the OECD/CERI project. Research Study No. 74. Hobart, Tasmania: Education Department, September 1982 [28p.]

This project, sponsored by OECD/CERI in 1979, was intended to investigate the role of education in stimulating employment and providing the basis for local development; the relationships between individual and community interests and the need for policy-makers in education and development agencies to work together to achieve development aims. The project was seen as having two components: a survey to determine the range of programs and policies contributing to local development; a number of case studies of the relationships between education and local development.

This Report outlines the various Australian projects: the Country Education Project in Victoria; in W.A., an examination of five case studies focusing on links between education and local development; in NSW, two case studies in the Riverina Region (the first 18 months of administration of the Disadvantaged Country Areas Program and the Transition from School to Work Program); in Tasmania, an investigation of fairly typical rural schools and their surrounding areas to find whether the recent initiative of the upgrading of district schools to district high schools had contributed to local development.

Subsequent sections of the report discuss the questions: how education can lead directly to local economic development; how education gives indirect support to local economies; education and local political development; how education can support local society and culture; education as a partner in the provision of joint resources; how education can inhibit local development; unlocking local resources. The final section sets out the conclusions of the overview.

The study indicates the need for education to be adaptive rather than centrally determined and regulation bound if it is to respond to local needs and stimulate development. Inadequate education can often generate local political action and education generally has a potential to stimulate the development of local responsibility with a system of checks and balances. It is or could be an important source of and catalyst for social and cultural development; it contributes both directly and indirectly to economic development. Yet education can also be a barrier to local development - if it exports talented students to the city, is characterised by centralised and inflexible organisational patterns or isolates itself from the community. Whether it is a barrier or a stimulus depends largely on whether people in education view local communities as 'deficient' - lacking in education and talent - or as having potential for development and responsibility which education could encourage.

BRADLEY, Judy and Seamus HEGARTY 83/C/67

Stretching the System. F.E. and related responses to students with special needs. A Special Needs Document. London, England: Further Education Curriculum Review and Development Unit (FEU) (Elizabeth House, York Road, London SE1 PH), December 1982 [95p.]

The aim of this study, commissioned by FEU from the National Foundation for Educational Research, was to examine and document ways in which the further education sector seeks to meet the needs of the range of students with special needs. The means include specialist colleges providing only for young people with special needs, through special units or departments in mainstream colleges to arrangements whereby colleges adapt or extend mainstream provisions to make them more accessible. There is no doubt that attitudes to the provision for students with special needs are changing, but effective provision is still far too sporadic, ad hoc, and dependent on accidents of location.

The study first collected up-to-date information on recent developments and folllowed this up with visits to individual colleges which seemed to be undertaking interesting work. Figure 1 in the Introductory Chapter 1 indicates the main types of provision for school leavers with special needs.

The next six chapters examine the provisions in detail. Chapter 2 deals with School Based Provision. Chapter 3 examines various types of College-based provision: mainstream courses; link, bridging and special courses; special units and outreach programs. Specialist Colleges, the Youth Opportunities Program, Provision Outside Colleges and Continuing Education are considered in Chapters 5-7. Chapter 8 is concerned with Staff Development, and the final Chapter 9 sums up the issues and implications. Further information about the provisions is given in three appendices, and the report concludes with a bibliography and a glossary of terms used.

The study indicates that provisions for young people with special needs are developing to an extent which would have been unheard of a few years ago. The approaches and responses are varied.

In the schools area, there is cause for disquiet in the common neglect of careers education and guidance, and in the fact that the variety of approaches seems to reflect curriculum development being done in isolation as much as in response to particular local requirements and to the needs of individuals. In the FE sector there seems to be a lack of special facilities, aids, equipment and support staff to make access to many courses practicable for students. Gaps in provision can be noted at the two levels: local and general, among them, provision for students with emotional problems and those with learning difficulties at the borderline between moderate and severe. The study finds, among other difficulties, a clear need for increased co-operation and co-ordination of provisions within and between different levels of education, and for systematic training schemes for teachers.

See also

. ROBERTS, J.E., B. NORWICK and K. WEDELL

Making Progress? The function of assessment for students with moderate learning difficulties. London: FEU, December 1982 [1]9p.]

SKIDMORE, R.H. 83/C/68

Survey of Special School Work Experience Practices. Brisbane, Queensland: Research Branch, Department of Education, August 1982 [28p.]

The 1981 evaluation of work experience programs in Queensland State schools (C16, 83/C:18) indicated differences in the practices of secondary schools and special schools in their approaches to work experience for students. The special schools seemed to have acquired greater expertise in using work experience to help their students make a satisfying transition to adult life. This study set out to examine the practices in special schools, the particular needs which gave rise to the practices, the degree of success and the feasibility of modifying or adapting special school practices for use in secondary schools generally.

During July-October 1981, information was collected by means of informal interview and discussion, observation and documentation from six special schools in the Brisbane area and two in country areas. The report describes the methods used to collect and analyse the information.

The findings are reported in detail in Chapter 3, which describes the aims of special schools and the role of pre-vocational programs and work experience in the school curriculum. It goes on to discuss student needs and the awareness and understanding of these developed by the schools. Work experience was only one of the tools used to help students develop their skills. The possible implications for secondary schools are discussed, making the point that some student needs (for confidence and independence, for example) may go unrecognised in secondary schools. The chapter also analyses evaluation as a key aspect of the program, the role of TAFE/link and access courses, the organisational factors related to work experience programs, the outcomes/benefits for students, schools, teachers, parents and employers.

The final chapter sums up the discussion. Investigation of the pre-vocational programs carried out in the eight special schools involved in the study confirmed that these programs constituted a major aspect of the educational process for students 14 years and older. The study also confirmed that the emphasis of the programs was on developing the skills necessary for the students to make as smooth a transition as possible from school to adult life, mainly focusing on 'survival' skills. Programs to accomplish this aim were based on a recognition of basic needs of the students, recognition made easier, to a certain extent, by the severity of some students' disabilities.

Although work experience was only one aspect of the total pre-vocational program, it was seen as an essential transition between school and personal success after school. All of the schools investigated could be considered as successfully facilitating this transition, in some way, for most students.

ABSTRACTS

SECTION D

Program Materials

83/D: 21 - 32

AUSTRALIA. COMMONWEALTH DEPARTMENT OF EDUCATION AND YOUTH AFFAIRS 83/D/21

Directory of Education Research and Researchers in Australia. Third Edition. Canberra: AGPS, 1983 [450p.]

The purpose of this Directory is to provide an alternative point of access to a comprehensive collection of data on current educational research and researchers in Australia. Following recommendations of the Australian Education Council's Working Party on Co-ordination of Information Retrieval Systems, it was decided to incorporate the data into the Australian Information Network (AUSINET). This machine-readable version of the Directory, which has been named DERA, is in the process of trialling and evaluation; it is publically accessible through ACI Computer Services, Melbourne, and is capable of very flexible and wide ranging interrogation.

Copy for this third edition of the Directory was a product of DERA. The DERA data base was collected by the research unit of the Education Planning Group of the Commonwealth Department of Education and Youth Affairs. Officers who were immediately involved in this process were V. Barbeler and V. Woods.

The Directory is arranged in four sections: Subject Index, Author Index, Fields of Interest Index and the Main Entry Listing which schedules all the researchers alphabetically as well as providing details of qualifications, research, publications, etc.

* * * * *

AUSTRALIA. DEPARTMENT OF EMPLOYMENT AND INDUSTRIAL RELATIONS. 83/D/22
SPECIAL EMPLOYMENT GROUPS SECTION

Disability - A guide to help you put 'able' back into 'disabled'. Melbourne, Victoria: Special Employment Groups Section, Department of Employment and Industrial Relations (P.O. Box 2817AA, G.P.O., Melbourne 3001), 1983 [Kit]

This Kit comprises:

- Quick Reference Guide to Disabilities. Canberra: AGPS, 1982 [small booklet, 47p.]
- A Guide to Employing Disabled People. Canberra: AGPS, 1982 [small booklet, 12p.]
- National Labour Consultative Council. Disabled People: Working for a Better Future. A statement of principles and guidelines. Canberra: AGPS, 1983 [booklet, 16p.]
- Commonwealth Employment Service Job Training: Help to Break Down the Barriers - Employ a Disabled Persons [leaflet]
- Policy Commitment on Employment of Disabled People [small poster]

NSW. WOMEN'S ADVISORY COUNCIL (151 Macquarie Street, Sydney 2000) 83/D/23

- Girls for Trades for Girls [leaflet]
- Sexual Harrassment [7p.]
- Occupational Health [18p.]
- Equal Opportunity in the Hunter [leaflet]
- A Woman's Place is Everywhere (a working woman's guide to employment facts) [10p.]
- Maria becomes a Motor Mechanic [leaflet]

These leaflets and small booklets are designed to inform women and girls and to assist them to deal with new choices and situations.

* * * * *

NSW. THE SYDNEY CHRISTIAN YOUTH NETWORK 83/D/24

Unemployment: Apathy or Action? Resources for Action. Sydney, NSW: SCYN (Anglican Youth Department, 1st Floor, St Andrew's House, Sydney Square, 2000), 1982 (?)

This manual is designed for individuals and groups who want to learn more about unemployment and find ways of responding effectively to it. It is in 3 sections:

WHY UNEMPLOYMENT? An outline of the current unemployment situation and the way it affects people, followed by a look at why Christians need to be concerned about unemployment and take action on it.

TACKLING THE ISSUE: Hints on overcoming apathy, guidelines for action on unemployment and practical suggestions. Looks at things from the individual, youth group, parish, regional and ecumenical (inter-denominational) level.

RESOURCES FOR ACTION: Study materials, activities, etc. specially written for youth groups tackling the issue of unemployment. Gives information on what other resources on unemployment are available, including books, study materials, films, organisations and groups concerned with unemployment.

* * * * *

QUEENSLAND. AUSTRALIAN BROADCASTING COMMISSION (ABC) and DEPARTMENT OF EDUCATION 83/D/25

Issues of the '80s. A series of ABC radio programs with accompanying teachers' guides. Brisbane, Queensland: Department of Education, 1982(?)

This is a series of nine 20-minute ABC radio programs, each focusing on a social issue and accompanied by teachers' guides. The emphasis in each program is to stimulate thinking among students in social science and humanities courses (Years 10-12) about topical questions. The program canvasses the issues, presenting differing points of view and arguments and providing a basis on which students can make up their own minds on issues. The Teachers' Guide (prepared by the Department of Education) explains the format of the program and provides ideas for related and extended consideration, a list of resources and Activity sheets.

Titles in the series are: Crime and Punishment; The Chips are Down; Does Money Matter?; Does Work Matter?; What are Little Girls?; Are Children People?; Changing Social Values in Australia; Soul Foods; The Recreation Industry.

* * * * *

QUEENSLAND. DEPARTMENT OF EDUCATION. SECONDARY TRANSITION EDUCATION PROJECT (STEP) 83/D/26

Manual Arts. Brisbane, Queensland: STEP, Department of Education, April 1983 [118p.]

This is the third in a series of suggested syllabus documents and sample work programs for transition courses, particularly in Years 11 and 12. It is not intended to be prescriptive but to assist schools in the development of their own courses.

* * * * *

SOUTH AUSTRALIA. DEPARTMENT OF EDUCATION. TRANSITION EDUCATION UNIT 83/D/27

- Transition Education: the basis (1980, 19p.: $1.50)
- Transition Education: its implementation (1982, 19p.: $2.50)
- Guidelines and Resources for Work Experience (1983, loose-leaf folder, 77p.)
- Counselling for Transition (1983, 20p.: $2.50)
- Earning, Spending and Saving (1981, 75p.: $2.50)
- The Nature of Work (1981, 60p.: $2.50)
- Applying for a Job (1981, 47p.: $2.50)
- Starting Work (1981, 75p.: $2.50)
- Occupational Areas (1981, 44p.: $2.50)
- Myself (1981, 46p.: $2.50)
- Being Equal (1981, 79p.: $2.50)
- Technology, People and Change (1982, 67p.: $2.50)

As the titles indicate, this collection of materials discusses concepts of Transition Education and issues related to it. All prices are plus postage.

* * * * *

WESTERN AUSTRALIA. DEPARTMENT OF EDUCATION 83/D/28

- Investigating Science through Work Experience [folder]

  An outline of a program for Year 10 and other students which will allow them to supplement their science studies by participating in work experience relevant to their school science course.

- Vocational Business Studies [23p.]

  A student diary for use in Work Experience.

* * * * *

VICTORIA. TRANSITION EDUCATION ADVISORY COMMITTEE (TEAC) 83/D/29

TEAC Equal Opportunity Project Planner. Suggestions for developing support systems in schools. Melbourne, Victoria: TEAC (582 St Kilda Road, Melbourne 3004), 1983 [17p.]

This booklet aims to help project officers, teachers, committees and school administrations to promote the introduction of non-sexist education in schools. The advice in the booklet covers the broad areas of administrative support; steering/support committee; networking; working with teachers, students, parents and the community; debate and advocacy, resources.

* * * * *

VICTORIA. TRANSITION EDUCATION ADVISORY COMMITTEE (TEAC) 83/D/30

Report of Government Authorities Transition Conference, Melbourne 6-8 December 1982. Melbourne, Victoria: (As above), 1982 [collection of papers, bound]

The Report contains the Conference Program, the Conference Report (covering the issues and discussion of the various sessions); the Keynote Address by Dr K.R. McKinnon (see Abstract 83/C:20); Transition Program Guidelines and a list of Conference Participants.

* * * * *

VICTORIA. TAFE BOARD 83/D/31

. TAFE Board Circular: Transition Education. Information for TAFE Providers on Proposals for 1984 Transition Programs. Hawthorn, Victoria: TAFE Board (6-10 Wyuna Avenue, Hawthorn), 2 May 1983 [7p. + attachments]

. TAFE Board Circular: Transition Education. Guidelines for 1984 Programs (as above) [10p.]

* * * * *

RODOPOULOS, Loula

83/D/32

Welfare: Practice and Education, Culture and Ethnicity. No. 8. Bibliography with Introductory Commentary and Partly Annotated. Richmond, Victoria: Clearinghouse on Migration Issues (133 Church Street, Richmond, 3121), 1980 [57p.]

This Bibliography encompasses materials contained in an earlier bibliography published by the Clearinghouse on Migration Issues entitled Social Work Education in a Multi-Cultural Context (Rodopoulos, 1978), but the scope is wider. The materials assembled relate to 'Welfare' and 'Culture'. The term 'Welfare' is defined as 'referring to a satisfactory state of health, prosperity and well-being, of the person and society'. 'Culture' is defined as consisting of 'the norms, guidelines and prescriptions that any given group of individuals holds in common. In reality, everything relates to welfare. This makes the selection of items for a welfare bibliography particularly difficult. It is, therefore, important to set out the rationale, scope and limitations of this listing.

The sections of the bibliography are placed in a sequence which reflects the historical trend. This sequence is:

Section I: Casework and Culture (which includes some materials on another welfare/social work method, namely groupwork)

Section II: Community Work and Ethnicity

Section III: Welfare Education - Culture and Ethnicity - which draws together the issues arising from Sections I and II. For this reason, a fuller introductory overview is given before Section III.

The sources of materials are predominantly social work journals: American, British and Australian, and some key social work texts. The social work journals were systematically reviewed from the first edition of each journal up to December 1978 (see listing page xiii). It is hoped that this bibliography will stimulate welfare educators to develop curriculum responses to the needs of Australia's culturally diverse society.

ABSTRACTS

SECTION E

Periodicals

August 1983

AUSTRALIA

1. Aboriginal Employment News. National Aboriginal Employment Development Committee (P.O. Box 2817AA, Melbourne, 3001), No. 2, March 1983 [8p.]

   Developments and projects dealing with Aboriginal employed are described.

2. Australian Association for Adolescent Health Newsletter (Canberra College of Advanced Education Health Service, P.O. Box 1, Belconnen, 2616), No. 15, January 1983 [34p.]

3. Australian Association for Adolescent Health Newsletter (as above), No. 16, May 1983 [50p.]

   - BLYTH, David. Sexual Problems of Adolescents in Institutions: A Review of the book of this title edited by David A. Shore and Harvey I. Gochros. Springfield, U.S.A.: Charles C. Thomas, 1981 [239p.: $48.00]

4. Australian Bulletin of Labour (National Institute of Labour Studies, Flinders University of S.A.), Vol. 9, No. 3, June 1983 [p.157-220]

   - BLANDY, Richard and Stephen CREIGH. The Australian Labour Market, June 1983 [p.157-187]

5. Australian Bureau of Statistics, Canberra

   - Transition from Education to Work, Australia, May 1981. Cat. No. 6227.0
   - Transition from Education to Work, Australia, May 1982 (Preliminary) Cat. No. 6241.0
   - Digest of Current Economic Statistics, Australia, February 1983. Cat. No. 1305.0 [8p.]
   - Digest of Current Economic Statistics, Australia, March 1983. Cat. No. 1305.0 [8p.]
   - The Labour Force, Australia, April 1983 (Preliminary). Cat. No. 6202.0. 12 May 1983 [10p.]
   - Labour Force Status and Other Characteristics of Families. Australia, July 1982. Cat. No. 6224.0. 7 June 1983 [44p.]
   - The Labour Force, Australia, May 1983 (Preliminary). Cat No. 6202.0, June 1983 [10p.]
   - Australian Demographic Statistics Quarterly. December Quarter 1982 (Advanced Release). Cat. No. 3101.0, June 1983 [3p.]
   - Labour Force Status and Educational Advancement, Australia, February 1982. Cat. No. 6235.0, June 1983 [24p.]
   - Persons Not in the Labour Force, Australia, March 1983 (Preliminary). Cat. No. 6219.0, June 1983 [7p.]
   - Digest of Current Economic Statistics, Australia April 1983. Cat. No. 1305.0, June 1983 [8p.]
   - National Schools Collection. Government Schools, Australia 1982. Cat. No. 4215.0, June 1983 [20p.]

- Persons Not in the Labour Force, Australia (including discouraged job-seekers), September 1982. Cat. No. 6220.0, June 1983 [19p.]
- Job Vacancies, Australia May 1983. Cat. No. 6231.0, June 1983 [5p.]
- Reasons for Completion or Non-Completion of Secondary Education, Australia 1982 (Preliminary). Cat. No. 4217.0, June 1983 [5p.]
- The Labour Force, Australia June 1983 (Preliminary Estimates). Cat. No. 6202.0. 7 July 1983 [10p.]

6. The Australian Journal of Education. Australian Council for Educational Research (ACER), Vol. 27, No. 1, April 1983 [96p.]

   - ELSWORTH, G.R. and N.A. DAY. Eligibility and Self-Selection: Discontinuities in Transition to Tertiary Education in Victoria [p.62-77].

7. Australian Journal of Social Issues. Australian Council of Social Service, Vol. 18, No. 1, February 1983 [80p.]

   - FUNNELL, S.C. Transition of Handicapped Students from School to Work: An Evaluation of the NEAT Paid Work Experience Program for Handicapped Secondary Students [p.33-45]. See Abstract in Annotated Bibliography E12.
   - FOPP, Rodney. Youth Homelessness, a Report from the Senate Standing Committee on Social Welfare: A Review [p.70-74]. See Abstract 83/AB:48.

8. Australian Journal of Social Issues (as above), Vol. 18, No. 1, May 1983 [85p.]

   A special issue on the Family Law Act.

9. Australian Rehabilitation Review. Journal of the National Advisory Council for the Handicapped (NACH), Vol. 7, No. 1, 1983 [78p.]

   - ATTARD, Leonard L. The handicapped employment training assistance unit in South Australia [p.10-16]

     A program to assist young physically disabled people to develop the social and work skills necessary to gain and keep open employment.
   - COOPER, Daryl G. and Sybe JONGELING. Factors affecting employment opportunities for and employer attitudes towards persons with disability - results of a survey [p.23-30]. See abstract 83/AB: 95
   - TOPP, Cathy. A skills acquisition program for young clients. A 1982 program at Glen Waverley Rehabilitation Centre in Victoria [p.42-47]

10. Australian Society. A Magazine of Social Issues (120 Johnson Street, Fitzroy 3065), Vol. 2, No. 4, 1 May 1983 [40p.]

    - GAME, A. and R. PRINGLE. Sex-Typing in Computerland: the Old Rules Apply in a New Industry [p.3-8]. See Abstract 83/AB: 81

11. Australian Society (as above), Vol. 2, No. 5, 1 June 1983 [40p.]

    - HENDERSON, Ronald. Time for Change [p.14-16]. (Australia's welfare system is centralist, authoritarian, bureaucratic, specialist and individualist).

. MACINTYRE, Stuart. Work or Starve. [p.19-22].

12. Australian Society (as above), Vol. 2, No. 6, July 1983 [40p.]

. IRONMONGER, Duncan. How to Keep More Children at School. [p.3-5]. See Abstract 83/AB: 68

. HENDERSON, Ronald. The folly of job creation without job planning. [p.32] See Abstract 83/AB: 66

13. The Australian Teacher. Australian Teachers Federation in collaboration with State Teachers' Federations, No. 4, May 1983 [32p.]

. Supplement: Why Teach about Peace and Disarmament [p.13-19]

14. Bulletin for Psychologists. Australian Council for Educational Research, Nos. 32/33, September 1982/March 1983.

15. Bulletin of Labour Market Research. Bureau of Labour Market Research, Department of Employment and Industrial Relations, Canberra, No. 7, May 1983 [11p.]

Contains reports on labour market research and lists of recent publications of the Bureau and of other researchers and writers.

16. Education News. Journal of the Australian Department of Education and Youth Affairs, Vol. 18, No. 40, April 1983 [54p.]

. COSTA, N. and L. MASON. In Search of the Good School: Defining the Elements [p.23-25]

The characteristics of a 'good' Queensland school, as perceived by a group of teachers, are discussed.

. BLAKERS, C. Transition: Changing Patterns. From Social to Educational Problems [p.37-40].

The broad issues associated with the transition from school are discussed.

. BERKELEY, G. Transition: In Action in Queensland. Multiple Approaches and Great Success [p.41-44].

17. Impact. Australian Council of Social Service, Vol. 13, No. 1, March 1983 [40p.]

. SMITH, Philippa. When You Can't Afford to Work [p.30-31]

The arithmetic of welfare benefits and part-time work.

18. Impact (as above), Vol. 13, No. 2, May 1983 [44p.]

. FREELAND, John. Unemployment and Training Programs: Prospects under Labour [p.9-12]

19. Initiatives in Technical and Further Education. National TAFE Clearinghouse, South Australia, March 1983 [48p.]

. See Abstract E6, April 1982.

20. Justice Trends. Catholic Commission for Justice and Peace (154 Elizabeth Street, Sydney, 2000), No. 29, May 1983 [12p.]

21. Main Business Transactions. CES. Department of Employment and Industrial Relations. Issue No. 4, March Quarter 1983 [35p.]

    . See Abstract A73

22. Newsletter. Youth Affairs Council of Australia (P.O. Box 108, St Kilda South, 3182), No. 11, April 1983 [32p.]

    . Economic Summit. This article reproduces several statements from the Communique which YACA sees as representing significant advances in attitude on youth, the poor, women's rights, employment and education. The principal policy directions for the Council which emerged from the Summit Conference are outlined [p.7-9].

    . The Education and Training of Youth: A Vital Element in Economic Reconstruction. A summary is given of papers to the National Economic Summit Conference by the Minister for Education and Youth Affairs. Emphasis is placed on the need to facilitate greater participation in education and training of the 16 to 18 age group.

    . News Release Extract. Extract from a statement by the Minister for Education and Youth Affairs and Minister Assisting the Prime Minister on the Status of Women to the National Economic Summit.

    . Government Changes. New developments concerning the role of YACA in the newly created Department of Education and Youth Affairs are outlined.

23. Studies in Educational Administration. Commonwealth Council for Educational Administration (c/- CCEA, Faculty of Education, University of New England, Armidale 2053), No. 29, March 1983 [10p.]

    . ASHBY, G.F., J.E. FORD and W.N. HIRD. The provision of Professional Development Opportunities for Isolated Educational Administrators - an Australian Model [p.1-9]

24. Social Security Journal. Department of Social Security, Canberra, December 1982 [64p.]

    . HOWARD, Michael. Poverty lives in the 1980s: rejection or redevelopment? [p.1-12]

    The article presents an alternative to the position of those who refuse to endorse any poverty line or any method of establishing one - on the ground that no objective method exists. It sets out guidelines for the development of a relative poverty line.

25. Unicorn. Bulletin of the Australian College of Education, Vol. 9, No. 2, May 1983 [90p.]

    . KENNEDY, K.J. The Role of a Community Health Agency in Promoting School Health Education [p.106-114]

    . DAVIS, R.E. The Duty of Care in Physical Activities [p.115-118]

    . DUDLEY, R.P. The Development of School Based Assessment and its Influence on Health and Physical Education in Queensland Secondary Schools.

. GRICHTING, W.L. First and Last Aid by Laymen.

The above four articles are devoted to the theme of Health and Physical Education

. STRANKS, D.R. Education and Technological Change in the Eighties

NEW SOUTH WALES

26. Drop-In Centre and Community Trans'-Education Newsletter (Drop-In Centre Association of NSW, 106 Goulburn Street, Sydney 2000), No. 4, June 1983 [14p.]

Contains news on various projects and information on resources.

27. Education. Journal of the New South Wales Teachers Federation, Vol. 64, No. 6, April 25, 1983 [24p.]

28. Education (as above), Vol. 64, No. 7, May 23, 1983 [20p.]

. The Secondary Education Debate. Proposals of concern to secondary teachers and TAFE and OCCA members which appear in the Swan/McKinnon Discussion Paper 'Future Directions of Secondary Education in NSW' - a response to the McGowan Report - are examined [17p.]

. SEYMOUR, Brenda. Secondary Restructuring Recipe. This article critically examines the above mentioned discussion paper and concludes that its recommendations will only reinforce distinctions between school based and centrally determined courses, and assessed achievements.

29. The Employers' Review. Magazine of the Employers' Federation of NSW, Vol. 55, No. 3, March 1983 [16p.]

30. The Employers' Review (as above), Vol. 55, No. 4, April 1983 [16p.]

. ALP/ACTU Economic Policy Accord. A summary is given of the Statement of Accord ratified in February by the ALP and the ACTU regarding economic policy. The Accord 'puts some emphasis on the provision of vocational training and retraining for young people and older workers who are disadvantaged in the labour market' [p.3-4]

31. The Employers' Review (as above), Vol. 55, No. 5, May 1983 [17p.]

. Federal Government Labour Ministry [p.11-12]

. Training Support for Hunter Building Apprentices

32. SWRC Newsletter. Social Welfare Research Centre, University of New South Wales (P.O. Box 1, Kensington, 3022), No. 9, April 1983 [42p.]

. ROSENMAN, L. and M. LEEDS. Occupational Superannuation, Labour Force Trends and Social Policy. An account is given of a new SWRC project which will look in detail at occupational superannuation and social welfare policy [p.15-17]

33. Transition Education News. Non-Government Transition Education Unit, Catholic Education Office (1 Abercrombie Street, Chippendale 2007), Vol. 2, No. 2, March 1983 [18p.]

. MOCKRIDGE, Tom. Sydney's Dole Figures Soared in Late 1982 [p.4-5]

34. Transition Education News (as above), Vol. 2, No. 3, April 1983 [22p.]

. CASEY, Andrew. When Girls Can't Get a Job, They Stay at School [p.7-8]

35. Transition Education News (as above), Vol. 2, No. 4, June 1983 [22p.]

. TURNER, Athur. An Employer Looks at Job Applicants [p.15-17]

A discussion of what employers look for.

36. Transition Education News (as above), Vol. 2, No. 5, July 1983 [14p.]

. RYAN, Susan. The Education and Training of Youth: A Vital Element in Economic Reconstruction [p.3-5]

37. Vocational Guidance Abstracts. Central Planning Unit for the Division of Vocational Guidance Services, NSW Department of Industrial Relations, No. 37, April, May, June 1983 [10p.]

. See Abstract 83/D:9.

QUEENSLAND

38. Queensland Teachers Journal, Vol. 6, No. 5, April 27, 1983 [20p.]

39. Queensland Teachers Journal, Vol. 6, No. 6, May 18, 1983 [20p.]

. RYAN, Susan. The Education and Training of Youth. Paper distributed by the Federal Minister for Education at the National Economic Summit, Canberra, 11-15 April, 1983.

40. Transaction. Magazine of the Secondary Transition Education Project, Queensland Department of Education, No. 1, 1983 [35p.]

This magazine is intended as an ideas source for teachers in the development of transition programs and as a means of communicating trends in transition education.

TASMANIA

41. Trans Ed in Tas. Transition Education Development Group, Curriculum Centre (57 Brisbane Street, Hobart), Vol. 4, No. 1, March 1983 [4p.]

42. Trans Ed in Tas. (as above), Vol. 4, No. 2, April 1983 [4p.]

43. Trans Ed in Tas. (as above), Vol. 4, No. 3, June 1983 [4p.]

44. Teacher. Journal of the Tasmanian Teachers' Federation, No. 6, July 1983 [16p.]

    . RAMSAY, Eleanor. Sexual Politics of the Classroom. Paper delivered at the ATF National Conference, Using Traditional Materials for Non-Sexist Education, Brisbane, September 1982 [p.5-7]

VICTORIA

45. ADVISE. Victorian Institute of Secondary Education (582 St Kilda Road, 3004), No. 37, April 1983 [8p.]

    . KEMMIS, Stephen. Getting our Thinking Straight: three views of education [p.1-3]

46. ADVISE (as above), No. 38, May 1983 [8p.]

    . BALLENDEN, C. and J. FIRKIN. Countersexist Education [p.78]

47. ADVISE (as above), No. 39, June 1983 [4p.]

    . EMMETT, Geoff. On ability grouping in schools.

48. ADVISE (as above), No. 40, July 1983 [8p.]

    . WILSON, Bruce and Johanna WYN. School and Work: What do students think? [p.1-3] (see Clearinghouse Newsletter, Part 1, Vol. 2, February 1983)

    . PRAETZ, Helen. Evaluation Need Not be Stressful [p.6-8]. (The questions involved an evaluation and a taxonomy of major evaluation approaches).

49. Careers Weekly. Careers and Appointments Service, Monash University, Vol. 13, No. 17, 6 May 1983 [8p.]

    . MANN, W. Careers Education in a Changing Society [p.1-3]

50. Careers Weekly (as above), Vol. 13, No. 22, 10 June 1983 [10p.]

    . MANN, Warren. Education and Industrialism [p.1-3]

    Discusses the demands of changing industrial patterns and the responses or lack of response of education systems, concluding that 'despite their vanishing relevance to the needs of such an economy, our education system continues to produce workers for industry by emphasising the suppression of individuality, hierachical rigidity and authoritarianism'.

51. Joblots. A Newsletter concerning Work Education. Curriculum Branch, Education Department of Victoria, April 1983 [32p.]

    Contains articles on career and vocational guidance and training and lists of classroom resources.

52. School Bell. Victorian Council of School Organisations, Vol. 37, No. 5, June 1983 [16p.]

    - New policy on School Councils
    - Education and Youth Training vital to economic growth.

53. School Bell (as above), Vol. 37, No. 6, July 1983 [16p.]

    - COLLINS, Kevin. Never Again Will It be the Same [p.1,6-7,11]

    A paper by the Deputy Director-General of Education outlining changes in school responsibilities.

54. Transition News. Newsletter of the Victorian Transition Education Advisory Committee (Ground Floor, 582 St Kilda Road, 3004), Vol. 1, No. 2, 1983 [12p.]

    - BUSKENS, H. Community Co-operatives underway in Geelong [p.2-3]
    - McKINNON, K.R. Everyone is Involved in Transition [p.5-8]. (See Abstract 83/C:20)
    - ANDERSON, D. The Future of Work [p.9-10]
    - ROMERIL, B. What Next - Is there Life After School? A Youth Participation Project [p.11-12]

55. TAFE Transition Newsletter. TAFE Transition Unit (582 St Kilda Road, 3004), No. 3, April 1983 [4p.]

    - Schools and TAFE [p.1]

    Brief article on a discussion paper which recommends greater co-ordination and co-operation between schools and TAFE.

56. TAFE Transition Newsletter (as above), No. 4, June 1983

    - Job Creation [p.1]

    A brief report of a survey of programs to determine the extent of contact with job creation schemes; 23 out of 48 had some contact, much of it peripheral.

57. VISE News. Information Bulletin of the Victorian Institute of Secondary Education (582 St Kilda Road, 3004), No. 35, March/April 1983 [16p.]

    - WOOD, Barry. Senior Colleges - some reflections [p.3-4]

58. The Victorian Teacher. Journal of Victorian Secondary Teachers Association and Technical Teachers Union of Victoria (P.O. Box 1124, North Richmond, 3121), No. 2, April 1983 [32p.]

    - KIRNER, Joan. It's Time for the Curriculum Issues [p.12-13]

WEST AUSTRALIA

59. Education. Education Department of Western Australia, Vol. 32, No. 1, 1983 [32p.]

    . DUNNELL, Peter. Transition to Work [p.19-20]

    . HUTCHINSON, Pauline. The Sex Equation [p.21-24]

    Both of these articles focus on promoting equality of opportunity.

60. Equal Opportunities Resource Centre Newsletter. (EORC Inc., 2nd Floor, 150 Adelaide Terrace, Perth, 6000), Vol. 3, No. 1, April 1983 [13p.]

    . Women as Role Models. A brief report is given on J. Bielski's paper of the same title delivered at the Women in Education Conference [p.2]

61. Equal Opportunities Resource Centre Newsletter (as above), Vol. 3, No. 2, June 1983 [16p.]

    . SPENDER, Dale. The Role of Teachers: What Choices do they Have? - summary of a paper presented to the Council for Cultural Co-operation Educational Research Workshop on Sex-Stereotyping in Schools, Oslo, 4-8 May 1981 [p.5-6].

      Copies of the complete paper are available from EORC.

62. RTDN Newsletter. Rural Training and Development Network of W.A. (3 Kimberley Street, West Leederville, 6007), Vol. 1, No. 3, March 1983 [14p.]

63. RTDN Newsletter (as above), Vol. 1, No. 4, June 1983 [16p.]

    . LAWSON, A.R. Prospects for Youth in Rural Communities [p.12-16]

UNITED STATES

64. Centergram. National Center for Research in Vocational Education, Ohio State University (1960 Kenny Road, Columbus, Ohio 43210), Vol. 18, No. 1, January 1983 [4p.]

    . Unlocking Non-traditional Careers. Four learning packages are described, dealing with communications, job placement, recruitment and parent awareness, designed by the Center for the use of counsellors, employers, teachers, etc. to promote sex equity.

65. Centergram (as above), Vol. 18, No. 4, April 1983 [4p.]

    . Will the Home Become the School of the Future? [p.1,3]

ABSTRACTS

SUBJECT INDEX

February - August 1983

ABORIGINES

83/AB: 65, 96, 97

ADOLESCENCE

83/AB: 97

ALTERNATIVE EDUCATION

83/AB: 33, 55, 56
83/C : 8, 20

APPRENTICESHIPS

83/AB: 27
83/C: 40, 60, 62

AUSTRALIAN CAPITAL TERRITORY

83/AB: 22
83/D : 3

BIBLIOGRAPHY/READING LISTS

83/AB: 23
83/D : 6, 7-9, 21, 32

CANADA

83/AB: 67
83/C : 29

CASE STUDIES

83/AB: 32
83/C : 15-18, 34, 35, 52-59

CHINA

83/AB: 67

CHOICE

83/AB: 56-58, 75-79, 85
83/C : 37, 60-62
83/D : 5, 14

DISABLED/HANDICAPPED

83/AB: 41, 65, 92-95
83/C : 67-68
83/D : 22

DRUGS/ALCOHOL

83/C : 26

S.J

ECONOMIC INFORMATION/ANALYSIS

83/AB: 1-4, 9, 12, 34, 36, 38, 65, 68
83/C : 28, 50

EDUCATION

83/AB: 19-25, 27-29, 34, 36, 39-41, 49, 52, 56, 65, 68-72
83/C : 7, 24, 25

EMPLOYEES

83/C : 40

EMPLOYERS

83/AB: 9, 41, 73, 75
83/C : 40

EMPLOYMENT

83/AB: 1, 2, 4-11, 27, 34, 36, 40, 41, 49, 62, 65, 66, 73, 80, 81, 83
83/C : 1, 5, 24, 27, 28

EVALUATION STUDIES/REPORTS

83/AB: 30
83/C : 4, 11-18, 23, 32, 36, 49, 60, 65

EVALUATION METHODS/APPROACHES

83/C : 9-10

FAMILY/PARENTS

83/AB: 9, 10, 170, 30, 32-33, 45-47, 57, 59, 61
83/C : 26, 29

GIRLS/WOMEN

83/AB: 9-11, 16, 18, 22-28, 34, 40, 57-59, 62, 73-85
83/C : 26, 60-65
83/D: 5, 14, 15, 23, 27, 29

HIGHER EDUCATION

83/AB: 23-28. 49. 59. 70. 75. 88-89

INTERNATIONAL REPORTS/COMPARISONS

83/AB: 11, 13, 21, 36, 49, 51, 67
83/C : 26-29

JAPAN

83/AB: 13, 67

LABOUR FORCE/SUPPLY

83/AB: 9, 10, 27, 34, 36, 38, 39, 82, 90-91
83/C : 1

LABOUR MARKET DEMAND

83/AB: 9, 11, 27, 36, 38, 39, 82, 90-91
83/C : 1, 43
83/D : 7

LEISURE

83/AB: 34

LINK COURSES

83/C : 36, 60

LOCAL COMMUNITY/COUNCIL/GOVERNMENT

83/C : 1, 17-19

LONGITUDINAL STUDIES

83/AB: 59, 62

MIGRANTS

83/AB: 33, 57, 65, 80, 89-91
83/D : 32

NEW SOUTH WALES

83/AB: 17, 30, 45, 60, 61
83/C : 12, 14, 30, 37-39, 45, 46, 62, 66
83/D : 16, 23-24

NEW ZEALAND

83/AB: 67
83/C : 28

NORTHERN TERRITORY

83/C : 36

OCCUPATIONS

83/AB: 9

POLICY AND RESEARCH

83/AB: 19-30

POVERTY

83/AB: 9-10, 34, 43-45

QUEENSLAND

83/AB: 30, 94
83/C : 8, 13, 68
83/D : 17, 25-26

RESEARCH/RESEARCHERS

83/D : 21

RURAL EDUCATION/STUDENTS

83/AB: 32, 42, 85-88
83/C : 6, 37, 66
83/D : 17

SCHOOLS/SCHOOLING

83/AB: 18, 21, 25, 27-33, 39, 49-56, 60-62, 65, 76, 77
83/C : 8, 17, 18, 20, 24, 26, 34, 35, 37, 41-43, 66, 68
83/D : 15, 25, 29

SCHOOL LEAVERS

83/AB: 27-29, 32, 58, 59, 62, 85, 94
83/D : 1-4, 12

SCHOOL STUDENTS

83/AB: 22-33, 57, 59, 61
83/C : 26
83/D : 5

SCHOOL SUBJECTS

83/AB: 51, 52, 78-79
83/C : 40
83/D : 5, 26

SOCIAL/TECHNOLOGICAL CHANGE

83/AB: 5-10, 52
83/C : 24
83/D : 25

SOCIAL WELFARE

83/AB: 9-10, 12-14, 16, 34, 43-45, 47, 65
83/C : 29

SOCIO-ECONOMIC BACKGROUND/EFFECTS

83/AB: 24, 45

SOUTH AUSTRALIA

83/AB: 25, 34, 59
83/C : 8, 11, 60-61
83/D : 13, 27

TASMANIA

83/AB: 85
83/C : 33, 62
83/D : 18

TEACHERS

83/AB: 50
83/C : 26

TECHNICAL AND FURTHER EDUCATION (TAFE)

83/AB: 22, 52, 72
83/C : 4, 7, 11, 14-17, 20, 22, 24, 25, 32, 33, 45, 46, 51, 60
83/D : 11, 31

TECHNOLOGY

83/AB: 5-8, 11, 52, 78, 81
83/C : 24, 25
83/D : 7, 27

TRADE UNIONS

83/AB: 41

TRANSITION

83/AB: 53
83/C : 20-23, 41, 51

TRANSITION PROGRAMS

83/AB: 40, 53, 73
83/C : 2-4, 6-7, 11-18, 20-23, 34, 35, 38, 51-61, 65
83/D : 16, 27, 30

UNEMPLOYMENT

83/AB: 1, 2, 9-18, 22-28, 34-38, 41-44, 46, 64, 67, 73, 80, 82-84, 96
83/C : 1-5, 7, 28, 49

UNITED KINGDOM

83/AB: 36, 41, 49, 51, 62, 64, 78
83/C : 27, 28, 67

UNITED STATES

83/C : 29

VICTORIA

83/AB: 178, 26, 31, 32, 65, 72, 88
83/C : 5, 15-22, 31, 34, 35, 51-59, 63-66
83/D : 5, 19, 29, 30

VIDEO/FILM/T.V. MATERIALS

83/D : 2, 14

WESTERN AUSTRALIA

83/AB: 33, 76, 86-87
83/C : 6, 66
83/D : 20, 28

WORK

83/AB: 9. 34-36, 39, 40
83/C : 24, 27-29, 45
83/D : 7

WORK CO-OPERATIVES

83/C : 30, 31

WORK EXPERIENCE

83/C : 13, 20, 68
83/D : 27-28

YOUTH

83/AB: 15, 22-28, 40, 46-48, 62, 64, 67-71, 86
83/C : 20, 22, 49
83/D : 8, 12

YOUTH PROGRAMS

83/AB: 17, 47, 49, 63, 64, 67, 73
83/C : 1-4, 6, 7, 11, 12, 15-19, 26-28, 32, 33, 38, 39, 49, 50, 60
83/D : 7, 12

YOUTH UNEMPLOYMENT

83/AB: 9, 15-18, 27, 28, 36, 39-41, 46, 47, 64, 67, 82
83/C : 1-3, 5, 27, 33, 49
83/D : 24

YOUTH WORKERS

83/C : 6
83/D : 13

ABSTRACTS

AUTHOR INDEX

February - August 1983

ANDERSON, D.S.	83/AB: 19, 23
ANDERSON, Jana	83/AB: 26
AMYL, John	83/AB: 72
ARCUS, G.	83/AB: 86
ASHENDEN, Dean	83/AB: 54, 77
ATHANASOU, James A.	83/D : 9
AUSTRALIA. BUREAU OF AGRICULTURAL ECONOMICS	83/AB: 3
AUSTRALIA. COMMONWEALTH DEPARTMENT OF EDUCATION AND YOUTH AFFAIRS	83/AB: 92
	83/D : 21
. EDUCATION PLANNING GROUP	83/D : 6
. EDUCATION RESEARCH AND DEVELOPMENT COMMITTEE	83/D : 6
. STATISTICS UNIT	83/AB: 29
AUSTRALIA. COMMONWEALTH TERTIARY EDUCATION COMMISSION	83/AB: 27
AUSTRALIA. DEPARTMENT OF EMPLOYMENT AND INDUSTRIAL RELATIONS	83/C : 3
. OCCUPATIONAL ANALYSIS BRANCH	83/AB: 4
. OFFICE OF YOUTH AFFAIRS	83/C : 2
. SPECIAL EMPLOYMENT GROUPS SECTION	83/D : 22
. WOMEN'S BUREAU	83/D : 14
AUSTRALIA. NATIONAL COMMITTEE FOR THE EVALUATION OF THE YOUTH SERVICES SCHEME	83/C : 49
AUSTRALIA. PARLIAMENT OF THE COMMONWEALTH SENATE STANDING COMMITTEE ON SOCIAL WELFARE	83/AB: 47
AUSTRALIA. SOCIAL WELFARE POLICY SECRETARIAT	83/D : 6
AUSTRALIA. TAFE NATIONAL CENTRE FOR RESEARCH AND DEVELOPMENT	83/D : 11
AUSTRALIAN BROADCASTING COMMISSION. EDUCATION DEPARTMENT	83/D : 2
ACT SCHOOLS AUTHORITY	83/D : 3
AUSTRALIAN CONSUMERS ASSOCIATION	83/D : 4

BAKER, G.M.	83/AB: 15
BARTLETT, Leo	83/C : 55
BARTON, D.	83/C : 14
BESWICK, David G.	83/AB: 27, 70, 71, 72, 75
BIGGS, John	83/C : 47
BLANDY, Richard	83/AB: 59
BOREHAM, Judith	83/AB: 75
BOSS, Marior W.	83/C : 48
BRADLEY, Judy	83/C : 67
BREWER, Graeme	83/AB: 17, 42
BROWN, Lynton	83/C : 15
BROWN, Sandra	83/AB: 76
BRUNNER, Susan	83/C : 60
BUTORIC, Ann	83/AB: 87

CAMPBELL, W.J.	83/C : 8
CANUTE, B.R.	83/C : 6
CARPENTER, P.G.	83/AB: 24
CASS, Bettina	83/AB: 10, 12
CHESTERMAN, Colleen	83/AB: 83
CHURCHMAN, Susan	83/D : 4

COFFEY, Margaret	83/AB: 7
COLE, Peter	83/D : 27
CONNELL, Bob	83/C : 43
COOPER, G. Daryl	83/AB: 77
COPE, R.G.	83/AB: 95
COX, Eva	83/C : 48
CRAMER, Barbara	83/AB: 83
	83/AB: 53
CURTAIN, Richard	83/C : 16, 34, 51
	83/AB: 38
DAY, Neil	
DAWKINS, David	83/AB: 26, 88, 89
DEBATS, Rosanne	83/C : 17, 52, 64
[illegible]NE, Julienne	83/AB: 25
DONSETT, Gary	83/AB: 61
DUMPHY, Dexter	83/AB: 77
	83/[illegible]: 7
	83/D : 7
EATON, E.	
ELSWORTH, Gerald	83/AB: 46, 48
EVANS, Terry	83/AB: 26, 88, 89
	83/C : 65
FIDDY, Rob	
FIRKIN, Judith	83/AB: 64
FITZPATRICK, Jim	83/AB: 31
FOPP, Rodney	83/AB: 76
FORD, Bill	83/AB: 46, 48
FREELAND, John	83/D : 7
	83/C : 4
GAME, Ann	
GILES, D.R.	83/AB: 81
GRIFFITHS, E.C.	83/C : 6
	83/C : 6
HAMILTON, James (Sir)	
HAMMOND, Cheryl	83/AB: 49
HANBY, Victor J.	83/AB: 16
HARGREAVES, Kaye	83/C : 27
HARM[illegible] Grant	83/AB: 80
HARR[illegible] F.	83/AB: 21, 72
HARRISON, David	83/C : 28
HART, Gaye	83/AB: 2
HASLEM, Jenny	83/C : 41
HAWKINS, Gay	83/C : 33
HAYDEN, M.	83/AB: 60
HEGARTY, Seamus	83/AB: 71
HENDERSON, Ronald	83/C : 67
HENLETT, Mark	83/AB: 37, 66
HOBBS, Ted	83/C : 9
HODGE, B.	83/C : 13
	83/AB: 6

HOEY, Marilyn	83/AB: 9
HOLDAWAY, Edward A.	83/AB: 20
HOY, Mavis	83/AB: 63, 73
HURWORTH, Rosalind	83/AB: 26
IRONMONGER, Duncan	83/AB: 68
ISHIKAWA, Akihiro	83/AB: 13
JAMROZIK, Adam	83/AB: 9
JONES, K.M.	83/AB: 28
JONGELING, Sybe	83/AB: 95
KEMMIS, Stephen	83/AB: 32
KESSLER, Sandra	83/AB: 32
LAMBERTON, D. McL.	83/AB: 6
LAMPE, Garth	83/AB: 73
LAURA, R.S.	83/AB: 93
LAWSON, S.	83/AB: 86
LLOYD, J.I.	83/AB: 96
LOKAN, Janice J.	83/C : 44, 47, 48
McARDLE, K.	83/AB: 86
McCONNOCHIE, Keith	83/AB: 97
MacDERMOTT, Kathleen	83/AB: 72
MacDONALD, S.	83/AB: 6, 8
MACKAY, K.R.	83/AB: 39, 40
McKINNON, K.R.	83/C : 20
McMENIMAN, M.M.	83/C : 8
McNAMARA, K.	83/C : 48
MANDEVILLE, Thomas	83/AB: 5, 6, 8
MATTHEWS, J.K.	83/AB: 67
MEADE, Phil	83/AB: 30
MERRILEES, W.J.	83/AB: 84
MIDDLETON, Michael	83/AB: 56
MILLER, Paul	83/AB: 91
MJELDE, Liv	83/C : 26
MORAN, Rod	83/C : 52
MORRIS, A.	83/C : 40
MOSS, Jillian D.	83/AB: 79
MUNRO, Angela	83/C : 58
MAXWELL, Robyn	83/C : 53
MURRAY, C.	83/C : 51

NATION, Daryl	
NEWTON, Peggy	83/C : 65
NSW. ASSOCIATION OF WORK CO-OPERATIVES	83/AB: 62
NSW. CATHOLIC EDUCATION RESOURCE CENTRE NON-GOVERNMENT TRANSITION EDUCATION UNIT	83/C : 30
NSW. DEPARTMENT OF EDUCATION	83/C : 10 83/C : 12
NSW. DEPARTMENT OF INDUSTRIAL RELATIONS. CENTRAL PLANNING AND RESEARCH UNIT - VOCATIONAL	83/D : 16, 20
NSW. DROP-IN CENTRE ASSOCIATION OF NSW	83/D : 6
NSW. NEWCASTLE HUNTER VALLEY EQUAL EMPLOYMENT OPPORTUNITY ACTIVITIES	83/C : 38
NSW. THE SYDNEY CHRISTIAN YOUTH NETWORK	83/C : 62
NSW. WOMEN'S ADVISORY COUNCIL	83/D : 24
NORTHERN TERRITORY. DEPARTMENT OF EDUCATION EVALUATION COMMITTEE	83/D : 24 83/C : 36
O'BRIEN, Tom	
OTTO, Rosemary	83/C : 1 83/AB: 55
PATERSON, P.R.	
PATSULA, Philip J.	83/AB: 39, 40, 63
PAUSACKER, Jenny	83/C : 48
PRINGLE, Rosemary	83/D : 5
PRYOR, Robert	83/AB: 81 83/C : 37 83/D : 10
QUEENSLAND. AUSTRALIAN BROADCASTING COMMISSION AND DEPARTMENT OF EDUCATION	
QUEENSLAND. BOARD OF TEACHER EDUCATION	83/D : 25
QUEENSLAND. DEPARTMENT OF EDUCATION	83/AB: 50
. DIVISION OF SPECIAL EDUCATION. GUIDANCE AND SPECIAL EDUCATION TRANSITION EDUCATION RESOURCE UNIT (TERU)	83/AB: 94
. SECONDARY TRANSITION EDUCATION PROJECT	83/D : 17 83/D : 26
RADAPOULOS, Loula	
REID, Margaret	83/D : 32
REILLY, T.J.	83/AB: 78 83/C : 18,21,35, 51
RICHARDSON, Sue	83/AB: 59
ROBINSON, Marianne	83/C : 64
RUSTOMJI, Leigh	83/C : 14
RYAN, R.J.	83/AB: 22
SAHA, Lawrence J.	
SAMPSON, Shirley	83/AB: 58
SCHOFIELD, H.	83/AB: 74
SELIGMAN, Gwen D.	83/AB: 71, 75 83/AB: 2

SHARLOW, Stewart 83/C : 24
SHEARS, L. 83/AB: 67
SHEARS, Meredith 83/C : 44
SHEPERDSON, Veronica 83/AB: 35
SKIDMORE, R.H. 83/C : 68
SLOAN, Judith 83/AB: 2
SMITH, Helen 83/C : 56
SMITH, Philippa 83/AB: 14,43,44
SMTIH, Ralph 83/C : 50
SMITH, R.W. 83/C : 6
SOUTH AUSTRALIA. STATE EVALUATION WORKING PARTY 83/C : 11
SOUTH AUSTRALIA. COMMUNITY IMPROVEMENT THROUGH YOUTH PROGRAM (CITY) 83/D : 11
SOUTH AUSTRALIA. EDUCATION DEPARTMENT . TRANSITION EDUCATION UNIT 83/C : 61
83/D : 27
STEWART, Bruce 83/C : 19
STOESSIGER, Rex 83/AB: 85
83/C : 66
STONEY, Sheila M. 83/AB: 78
STORER, Des 83/AB: 90
STRETTON, Alan 83/C : 32
SWEET, R. 83/AB: 82
83/C : 7

TASMANIA. EDUCATION DEPARTMENT 83/D : 18
TAYLOR, N. 83/C : 45, 46
TAYLOR, R. 83/AB: 31
83/C : 42
THOROGOOD, R. 83/C : 25
TILBROOK, Kerry 83/C : 39
83/D : 12
TRIPP, David H. 83/AB: 33
TRIVEDI, P.K. 83/AB: 15

UNITED KINGDOM. HOUSE OF LORDS 83/AB: 36

VICTORIA. BROTHERHOOD OF ST LAURENCE 83/D : 6
VICTORIA. TAFE BOARD 83/D : 31
VICTORIA. TRANSITION EDUCATION ADVISORY COMMITTEE (TEAC) 83/C : 22
83/D : 15,29,30
VICTORIA. UNIVERSITY OF MELBOURNE. INSTITUTE OF APPLIED ECONOMIC AND SOCIAL RESEARCH 83/AB: 1
VICTORIA. VOCATIONAL. CATHOLIC EDUCATIONAL OFFICE 83/D : 19
VICTORIA. WESTERN REGION CONSULTATIVE COMMITTEE (WSRCC) 83/C : 5
VICTORIA. VOCATIONAL ORIENTATION CENTRE 83/C : 31
VICTORIAN COUNCIL OF SOCIAL SERVICE 83/AB: 65

WALKER, Alan	83/AB: 41
WEST, Michael	83/AB: 62
WESTERN AUSTRALIA. DEPARTMENT OF EDUCATION	83/D : 28
WESTERN AUSTRALIA. EDUCATION DEPARTMENT. TECHNICAL EDUCATION DIVISION, TRANSITION RESOURCES	83/D : 20
WESTER[illegible], J.S.	83/AB: 24
WHITEFORD, Peter	83/C : 29
WILCZYNSKI, Josef	83/AB: 11
WILENSKI, Peter	83/AB: 69
WILKES, John (ed.)	83/AB: 34
WILSON, Bruce	83/AB: 57
WYN, Joanna	83/C : 53,59
	83/AB: 57
	83/C : 53,54